

**1. Provide an Executive Summary (in three to five pages) for the proposed school that describes the following:**

- **A clear statement of the mission, academic philosophy and values;**
- **An overview of the school structure, leadership team and governance;**
- **A description of the school's short- and long-term goals (academic and operational);**
- **An explanation of the research-base that demonstrates the school model will be effective in improving student achievement;**
- **An explanation of how this model is appropriate for all students and will lead to higher levels of academic achievement for the target population; and**
- **An explanation of the school's core values about teaching and learning.**

Even before Hurricane Katrina, New Orleans had one of the lowest performing school systems in the country. The New Orleans public schools, instead of providing a pipeline to sustain our City's future, merely perpetuated the chronic disenfranchisement of a vast segment of our society.

In submitting this charter school application, residents and friends of the Broadmoor neighborhood are committing to take an active role in the revitalization of public education in New Orleans. We have incorporated as the "Broadmoor Charter School Board, Inc." and are partnering with Edison Schools, Inc. (referred to throughout this application as "Edison" or "Edison Schools") to conceive and create a high quality charter school that will ultimately replace Broadmoor's historic Andrew H. Wilson elementary school, lost to Hurricane Katrina. The charter school we seek to open will revive that name and will be called the Andrew H. Wilson Charter School (also referred to throughout this application as "AHWCS" or "the School"). It is our intention to occupy the Wilson facility as soon as it is repaired.

**Mission & Vision**

The mission of AHWCS is to provide a challenging, enriching, and meaningful curriculum that educates, nurtures, and respects the individual student and the diverse community of learners in an environment that is safe and conducive to learning. We believe in providing students with the tools necessary to meet high academic expectations and achieve academic success, thus building the skills and confidence needed to become intelligent, ethical, responsible, and civic-minded adults.

It is our philosophy and vision that the ultimate ability of our students to achieve success will lie in the commitment of the school community, and the community-at-large working together to create an environment that promotes academic excellence, civic responsibility, character development, leadership, and confidence, as well as a love of and appreciation for learning.

We are committed to providing an exceptional learning experience through a core curriculum that is rich in literature, math, science, and social studies. We embrace the importance of the arts, technology, health and physical education in our students' lives and integrate these areas successfully into our school day. We believe that learning occurs when students are allowed to make connections through meaningful experiences in all of their subject areas and that one area of learning does not have to be sacrificed for another. We believe that students embrace learning when they are actively engaged in relevant, meaningful, and challenging study that promotes academic, social, and physical development.

We are committed to helping build character and leadership in our students. Our students are tomorrow's leaders and the fabric of our community. We will foster in our students respect, responsibility, pride, confidence, citizenship, and honor. We expect our students to set high personal standards and to choose to live by these standards. Our faculty will be comprised of experienced, committed, and passionate individuals who themselves have respect for the teaching and learning process. Our school faculty, principal, and staff will demonstrate leadership that is present and effective and model these positive character traits for our students.

We are focused on creating a school where all students are given the opportunity and encouragement to grow, develop, learn, and achieve in an environment that calls for them to reach their highest potential.

### **School Structure**

AHCS will be an elementary school, **opening with kindergarten through 5<sup>th</sup> grade**, adding additional grade in years 2, 3 and 4 and **growing to kindergarten through 8<sup>th</sup> grade** over the life of the charter. It will open with an enrollment of **450**, growing to **675 by its fifth year** of operation.

After considering many options, we have chosen to contract with Edison Schools. AHWCS will employ the Edison Design, a research-based model that has been proven to be effective in improving student achievement. The Edison Design is the result of over 15 years and \$475 million of research and development. The on-going research and development process started with the "Edison Project" and continues to this day. Edison Schools has been supporting charter and regular district public schools with its academic program since 1995, building a strong record of academic growth across the country with a range of student populations, though the majority of its schools are comprised of historically underserved, minority students with a high percentage of students receiving free and reduced lunch.

The instructional methods clearly support the educational philosophy and mission of the School. Edison's academic program uses a synthesis of best instructional practices and is supported by curricular choices that match this approach with instructional and teacher support resources to assist teachers in planning, customizing, and delivering effective instruction. The approach includes direct instruction, cooperative learning, project-based

learning, whole and small-group discussion, and guided discovery and fundamental skill practice. No single method works in all situations, for all subjects, with all students. The synthesized best-practice approach that the School will employ matches instructional delivery with the expected learning outcomes and equips teachers with a rich instructional toolkit to draw on as they respond to what has worked and what has not worked in their classrooms.

A key aspect of the Edison Design is the creation of schools that are small enough to function as communities. Therefore, AHWCS will be divided into “schools within a school,” or academies, which provide a two- or three-year experience for students. Using this structure, the school leadership is able to target students effectively using the best practices, teaching, and disciplinary techniques that have been proven to be most effective for students of a given age group. In this manner, although the school may have many grade levels, students still feel like they are in a smaller community of like-minded/-aged students.

Academies will be the largest unit of school organization within the school and they will be distinct programmatically and organizationally. In the first year of operations, AHWCS will be divided into a Primary Academy for students in grades K-2 and an Elementary Academy for grades 3-5. At full capacity, the school will also include a Junior Academy for students in grades 6-8. Within academies, students are organized into multi-grade houses with students in each house taught by a team of four to six teachers. This team of teachers will stay with the same students for the duration of their time in the academy, providing each student with a real sense of consistency throughout his or her experience in AHWCS. AHWCS’s principal will assemble and chair a Leadership Team, which will most likely include an academy director, lead teachers, the student support manager, and the special education coordinator.

### **Short and Long Term Goals**

The overall goal of AHWCS can be stated in just a sentence: Our goal is to create a learning environment with an unrelenting focus on fostering and sustaining high student academic achievement. More specifically, we are focused on the following short and long range goals:

Attendance: AHWCS will exceed attendance rates of the Recovery School District, the Orleans Parish and surrounding Parishes.

State Tests: AHWCS Students will demonstrate proficiency related to ELA, Math, Science and Social Students. AHWCS will also meet annual growth standards established by the Louisiana Department of Education, and thus make adequate yearly progress as established under NCLB.

Diagnostic Tests: AHWCS Students will demonstrate proficiency related to ELA and mathematics.

Graduation / Promotion: 100% of AHWCS Students will be eligible for promotion to the next grade at the end of each school year.

Teacher Retention: Teachers will express satisfaction with the school and their working environment.

Parent Satisfaction: AHWCS parents will express a high satisfaction rating for the School.

Operational and Financial Soundness: AHWCS will comply with all applicable legal requirements. AHWCS will also make responsible financial decisions and demonstrate sound fiscal practices and management.

### **Research Base Demonstrating Effectiveness**

The research embodied in the Edison Design is both primary and secondary. The primary research sent Edison staff literally around the world to see and experience what works in K-12 education. Staff members visited exemplary schools and had extended conversations with exemplary educators; they had hands-on experience with technology systems and software programs; they examined financial management systems; and they reviewed hundreds of school programs and met with the creators and practitioners of those programs. The secondary research Edison conducted also was extensive and systematic. In every area of school design, the Edison Project aimed to assemble the best scientific evidence of the effects of potential reforms—a process that led Edison to consider the work of renowned social scientists in this country and around the world.

Edison's record of performance is well-documented. As described more fully in the body of the application, Edison Schools' annual reports of academic performance capture this historical success and importantly, this success has been confirmed by two substantial, independent studies conducted by the American Institutes for Research (2006) and the Rand Corporation (2005). The School's program has proven itself to be effective with the sorts of urban, low income, high needs children that it is likely to serve.

### **Appropriateness of the School Model for All Students**

AHWCS has been intentionally designed to meet the needs of students in at-risk situations, including students impacted by low achievement, poverty, behavioral issues, truancy, drug abuse and dependency, pregnancy and serious emotional issues.

There will be specific challenges that AHWCS faces in educating students who are at-risk of academic failure. Many of the students who would attend AHWCS have had their lives and educations interrupted by Hurricanes Katrina and continue to deal with the aftermath of the hurricane, including the emotional, psychological, social and physical trauma of losing their health, their homes, and/or loved ones. Moreover, many of these students will have attended school sporadically since August 2005, and may continue to have inconsistent attendance because of an unstable home life. For some students, these



factors will only compound the educational challenges they were facing prior to the hurricane.

AHWCS will provide the support that its at-risk students may need as the school strives to achieve academic success for all of its students. As described above, AHWCS will employ the Edison School Design, which incorporates integrated components that ensure that no child “slips through the cracks” and that every student receives the support he or she needs. The Edison Design is a potent reform model that is appropriate for all students and has successfully turned around and raised achievement at previously underperforming schools, serving students with a similar target population as projected for AHWCS, across the country. The components of this design include a strategy and plan, the school’s Pyramid of Prevention, for addressing the needs of at-risk students, structures and processes for implementing the strategy, tools for identifying and monitoring at-risk students, and a structured learning environment that encourages all students to be engaged in their education. In addition, the School will provide the supports and accommodations necessary to serve the needs of its students with Limited English Proficiency and disabilities.

#### Core Values About Teaching & Learning

At AHWCS, we believe in a combination of well-prepared teachers who are working in a professional environment, high expectations for behavior and achievement, and a relentless approach to helping students reach those standards. Our teachers will create learning environments that are inclusive of all students and are characterized by engaging instruction that meets the needs of all learners. They will work in close collaboration with parents/guardians and community agencies to ensure that the students’ non-instructional needs are met. Through the use of Morning Meetings and other class structures, we will promote an environment that builds a community of learners who support each other in their learning and where each student feels he or she is an important member of the community. The environment that we promote will include opportunities for teachers to build a professional learning community engaged in the important work of changing students’ lives by doing whatever it takes to ensure each student’s academic success. We also believe that it is the School’s responsibility to attend to a student’s character development in a meaningful way through explicit instruction, positive reinforcement, and opportunities for students to put good intention into practice through the implementation of a comprehensive character education program.

## ENROLLMENT PROJECTION TABLE

NAME OF SCHOOL: Andrew H. Wilson Charter School

TYPE: 5

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
PreK	0	0	0	0	0
K	75	75	75	75	75
First	75	75	75	75	75
Second	75	75	75	75	75
Third	75	75	75	75	75
Fourth	75	75	75	75	75
Fifth	75	75	75	75	75
Sixth	0	75	75	75	75
Seventh	0	0	75	75	75
Eighth	0	0	0	75	75
Ninth	0	0	0	0	0
Tenth	0	0	0	0	0
Eleventh	0	0	0	0	0
Twelfth	0	0	0	0	0
<b>TOTAL</b>	450	525	600	675	675

If you plan to operate multiple schools complete the following chart

	GRADE LEVELS YEAR 1	GRADE LEVELS AT CAPACITY	ENROLLMENT YEAR 1	ENROLLMENT AT CAPACITY	YEAR OPENING
SCHOOL 1					
SCHOOL 2					
SCHOOL 3					
SCHOOL 4					
SCHOOL 5					
SCHOOL 6					

### **3. Discuss the school's educational philosophy and how it aligns with the mission.**

The mission of Andrew H. Wilson Charter School is to provide a challenging, enriching, and meaningful curriculum that educates, nurtures, and respects the individual student and the diverse community of learners in an environment that is safe and conducive to learning. We believe in providing students with the tools necessary to meet high academic expectations and achieve academic success, thus building the skills and confidence needed to become intelligent, ethical, responsible, civic-minded adults.

It is our philosophy that our students' ultimate ability to achieve success will lie in the commitment of the school community, and the community-at-large, to work together to create an environment that promotes academic excellence, civic responsibility, character development, leadership, confidence, and a love of and appreciation for learning.

We are committed to helping our students achieve academic success. We set high expectations for achievement and provide our students the skills necessary to meet those expectations. We work with the individual student to discover his/her own learning style and set goals that will help each student reach his/her full potential. We work with the whole group to build skills in cooperation, collaboration, and community building. We employ effective assessment tools so that success can be measured and future goals can be set.

We are committed to providing an exceptional learning experience through a core curriculum that is rich in literature, math, science, and social studies. We embrace the importance of the arts, technology, health and physical education in our students' lives and integrate these areas successfully into our school day. We believe that learning occurs when students are allowed to make connections through meaningful experiences in all of their subject areas and that one area of learning does not have to be sacrificed for another. We believe that students embrace learning when they are actively engaged in relevant, meaningful, and challenging study that promotes academic, social, and physical development.

We are committed to providing a safe, nurturing environment in a facility that is conducive to learning. Our learning environment is stimulating and engaging, and our students are provided with the tools and resources necessary to meet their goals as learners. We provide a secure school environment whose community works together to build trust and a sense of responsibility for others. Our students take ownership of their school environment and embody a strong sense of school pride.

We are committed to helping build character and leadership in our students. Our students are tomorrow's leaders and the fabric of our community. We foster, in our students, respect, responsibility, pride, confidence, citizenship, and honor. We expect our students to set high personal standards and to choose to live by these standards. Our faculty is comprised of experienced, committed, passionate individuals who themselves have respect for the teaching and learning process. Our school faculty, principal, and staff demonstrate leadership that is present and effective and model these positive character traits for our students.

We envision a school where all students are given the opportunity and encouragement to grow, develop, learn, and achieve in an environment that calls for them to reach their highest potential.

**a. Describe the instructional methods to be used that support the educational philosophy.**

The Andrew H. Wilson Charter School has chosen to contract with Edison Schools Inc. As such, the School will utilize Edison Schools' academic model and design. Edison Schools academic program uses a synthesis of best instructional practices and is supported by curricular choices that match this approach with instructional and teacher support resources to assist teachers in planning, customizing, and delivering effective instruction. The approach includes direct instruction, cooperative learning, project-based learning, whole and small-group discussion, and guided discovery and fundamental skill practice. No single method works in all situations, for all subjects, with all students. The synthesized best-practice approach that the School will employ matches instructional delivery with the expected learning outcome and equips teachers with a rich instructional toolkit to draw on as they respond to what has worked and what has not worked in their classrooms.

The instructional methods clearly support the educational philosophy and mission of the School. Our model of including varied teaching approaches as well as differentiated instruction will allow our instructional staff to address the broad range of academic abilities we expect our student population to bring to us. Such an instructional approach will allow us to meet our goal of providing every one of our students with the tools they will need to meet the high achievement standards we have set before them in order to become the educated and civic-minded cadre of young people we expect them to be as students in and graduates of AHWCS.

**b. Provide evidence that this educational philosophy and/or approach is effective and will result in high academic achievement for anticipated student population.**

Edison Schools has been supporting charter and regular district public schools with its academic program since 1995, building a strong record of academic growth across the country with a range of student populations, though the majority of our schools have populations of students that have historically been underserved, largely minority populations of students with high free and reduced lunch demographics. Edison Schools' annual reports of academic performance captures this historical success and more importantly, this success has been confirmed by two substantial, independent studies conducted by the American Institutes for Research (2006) and the Rand Corporation (2005). Additional information regarding this question and conclusions from these reports can be found in Question 5 and Question 32c.

4. **If proposing to use the Louisiana Comprehensive Curriculum, provide rationale for your selection; explain the methodology that will be used to implement the curriculum, and the anticipated professional development needs.**

**If proposing an alternative curriculum, provide details regarding how it aligns with the state standards, rationale for your selection and the methodology that will be used to implement the curriculum.**

The Andrew H. Wilson Charter School will be utilizing the research-based curricula of Edison Schools to provide instruction proven successful in communities around the country, particularly working in schools with high-percentages of at-risk students. (See chart below for particular curricular programs proposed for use in the School.) Because no national program matches perfectly with every state and every community, the Edison Schools curricular design supplements these curricular programs with additional resources as needed. For example, in science and social studies, Edison Schools typically customizes its offerings to meet state expectations around topic sequence in science and around content expectations for state and community history, geography, economics, and civics in social studies. To meet these Louisiana specific needs we will use the Louisiana Comprehensive Curriculum, as well as other to be identified commercial resources. In addition, to meet the needs of Languages Other Than English, AHWCS will adopt in full the Louisiana curriculum.

The rationale for choosing the programs we have are two-fold: 1) we wanted academic programs and support resources that have been shown via academic performance to be successful with students regardless of their circumstances and setting; 2) we wanted programs that aligned with our instructional philosophy, school schedule, and that were rich enough in resources to be used flexibly to meet the needs of all learners. These programs and this approach have gotten superior results for Edison Schools' students in inner city Baltimore, Washington, D.C., Philadelphia, Atlanta, St. Louis, and other communities, large and small, urban and suburban, middle and low income.

AHWCS instructional staff will receive substantial professional development support in both the pre-opening phase of its launch and on an ongoing basis to implement all aspects of the Edison school design and academic program. As described more completely in response to Question 17, the professional development program includes a combination of national, regional, and site-based training events that include national Edison Leadership Team Training (a four-day conference that works with the principal and his or her leadership team to develop the leadership skills necessary to have functional leadership and house teams, where teachers serve as school leaders; this training week includes a focus on student achievement and student management), regional Teaching Academies (a four plus day conference for all teachers that focuses on curriculum programs and instructional methodology that is framed with additional sessions for principals, novice teachers, and building based curriculum coordinators—teacher leaders responsible for on-site support of particular curricular areas), national Instructional Leadership Conferences (a two and half day conference for instructional leaders—principals, lead teachers, curriculum coordinators, etc.—that focuses on student achievement plan implementation, data analysis, and instruction), and site-based trainings on the school's culture and learning environment. In addition, AHWCS will be supported by an Edison achievement advisor

responsible for supporting the School's academic performance with insight, data analysis, professional development, and best-practice sharing.

The Andrew H. Wilson Charter School's curriculum alignments to state standards for ELA, Math, Science, Social Studies, Art, Physical Education/Health, and Technology are provided in Exhibits 1-7, respectively. However, as AHWCS will use the Louisiana Comprehensive Curriculum for Languages Other Than English, an alignment for this subject is not included. The following questions provide the rationale for the curriculum's selection and the instructional methodology that will be utilized to deliver the curriculum.

**a. Provide an outline of the major curricular programs that the school has selected for use, including textbooks and literacy program (e.g., *Harcourt Trophy Series*, *Open Court*)**

Subject Areas	Source	Curriculum Name	Reason for Choosing
Mathematics	McGraw Hill Companies	Everyday Mathematics	Innovative, research-based program that builds mastery of basic skills and deep understanding of math concepts through a spiraled curriculum, manipulatives, and problem-solving.
English/Language Arts	McGraw Hill Companies	Open Court Reading	Comprehensive reading-language arts program with strong record of success in supporting acquisition of literacy skills, development of phonics, and a rich and culturally diverse anthology of authentic literature.
English/Language Arts	Houghton-Mifflin	Write Source; Daily Oral Language	Writing: Focuses on writing as a complete process across a wide range of genres, supports differentiation in learning grammar, spelling and writing mechanics and does so via authentic writing experiences. Oral Lang: effective program for additional practice in editing and revising sentences for spelling, grammar and mechanics.
Science	Delta Education	DSM & FOSS Science Unit Kits	Hands-on science kits correlated to state-specific content needs. Allows flexibility in meeting varying state requirements with research supported instructional units.
Social Science	Teacher's Curriculum Institute	<i>Social Studies Alive</i> and <i>History Alive</i>	Innovative program that uses "considerate texts" to ensure access and interest to all students; clearly organized and well-written to grade level skills.

Character Education	Heartwood Institute	Heartwood	Culturally diverse cross-genre stories to support discussion of universal ethical values.
World Language	Louisiana Comprehensive Curriculum	<i>Teaching Spanish in Context</i>	Provides essentially contextualized thematic lessons situated within the backdrop of real-life situations that students would likely encounter. These lessons draw upon best pedagogical practices and are standards-based, requiring students to perform specific tasks within a given situation.
Art	Davis Publications	<i>Adventures in Art</i>	Leading program in field with a culturally and aesthetically diverse range of works, a strong cross-curricular strand, and applications to hands-on art activities.
Music	Pearson Education	<i>Making Music</i>	Renowned K-12 music program with supportive resources, strong music appreciation and content and skills focus.
Health / Phys. Ed.	Pearson Education	Dynamic Physical Education	Focus on personal discipline, wellness, and personal fitness.

This is a summary of core programs for our K-5 instructional program. Edison Schools has similar programs for grades 6-8. In addition there are assessment programs, such as the Edison Schools' proprietary Benchmark system, DIBELS, and Scholastic Reading Inventory, supplemental materials, ESL programs, special education resources, library and media center resources, professional development libraries for teachers, and intervention programs and materials that are part of Edison's nearly 3,000 items materials database to which AHWCS leadership and instructional staff will have access.

**b. Discuss what instructional method will be used to support the educational philosophy.**

As described more fully in Question 3 part 1, the instructional methodology that will be utilized at the School, is a blended pedagogy that matches the instructional delivery with the desired instructional outcomes (direct instruction, guided discovery, cooperative learning, project-based learning, guided practice, whole and small group discussion, etc.) and appropriate assessment protocol to monitor acquisition of skills and knowledge necessary for continued achievement. This instructional model is aligned with the School's educational philosophy which promotes

- the identification of each student's particular learning style and academic level for individualized instruction;
- the use of effective assessment tools;
- the incorporation of project-based learning that allows students to make connections in their studies to real-life situations through meaningful experiences; and

- teamwork and collaboration as well as an individualized study.

**c. Articulate how the curriculum aligns with the school's mission.**

The curriculum reflects the school's mission statement in its provision of a challenging program to meet high expectations for all learners in its support for responsible inclusion and differentiated instruction as a way to develop a this diverse community of learners and meet the needs of all students. The full and rich curriculum, not only in the core academic areas of ELA, math, science and social studies, but also the Arts, Languages Other Than English, Physical Education and Health meets the School's desire to provide an exceptional learning experience for all of its students. The School's instructional approach and supportive curriculum that not only asks students to develop basic skills in each content area, but also encourages students to develop and practice the necessary work and social skills to be responsible, ethical, civic-minded citizens meets our School's mission of creating a cadre of young people who are intelligent, responsible and civic-minded. The curriculum also uses Edison's core values (wisdom, justice, courage, compassion, hope, respect, responsibility, and integrity) to support the school's goals for the ethical development of all its students. Clearly, the partnership that the School has chosen with Edison is supportive of and completely aligned with the mission and vision for our School.

**d. Explain anticipated professional development needs.**

As per above, the Edison Schools academic program that will be implemented at AHWCS requires a substantial and very intentionally aligned staff development for the leadership and staff of the school. The School organization with its teams and teacher leader roles and school schedule is a means to the end of ensuring that professional development events such as the national, regional, and site-based PD conferences and events described above are supported in an ongoing way so that what is introduced finds its way into the classroom. The iterative process of the Edison professional development efforts and the regional support provided by Edison's achievement advisor ensures that the necessary staff development to ensure a successful school happens effectively. Our response to Question 17 provides greater detail as to the scope of professional development that will be offered to the School's leadership and instructional staff.



**e. Explain how the curriculum aligns with the class schedules and calendar.**

We have selected an academic program that delivers on the mission statement of AHWCS. We have programs and support materials for all aspects of the instructional expectations of the school, which means that the school day will be longer than traditional school day in New Orleans. AHWCS will operate with an 8-hour day for both students and teachers. The additional time will allow for regular instruction in science, social science, the arts, music, PE, and world language, with students receiving two special subjects a day (art, music, PE, and world language in rotation). The special subject periods are taught by specialist teachers, allowing homeroom teachers to have two periods a day for house team meeting and planning and individual or peer planning.

**5. Describe the school's target population and provide evidence of the proposed curriculum's effectiveness, rigor and relevance to the target population.**

While the Andrew H. Wilson Charter School will not target any specific population of students to be enrolled in the School, it expects that the majority of students who seek admission will mirror the demographics of the student body of the school prior to Katrina—that is, we expect a population of students who will be both economically and educationally disadvantaged, as well as predominantly of minority backgrounds.

The curriculum for AHWCS will be instituted by the school's managing partner, Edison Schools, and this curriculum has been used in nearly 200 Edison schools throughout the country over the course of the past decade. The curriculum has proven to be an effective tool in raising student achievement in similarly populated schools. The curriculum is research-based. The design team that developed the Edison curriculum consisted of leaders from many different educational sectors, including researchers from the public and private sectors, teachers, superintendents, and curriculum specialists. The team was dedicated to producing a design that would elicit positive academic results from students in various social environments. In particular, the design team was interested in serving those students in communities that traditionally had been least hospitable to academic success.

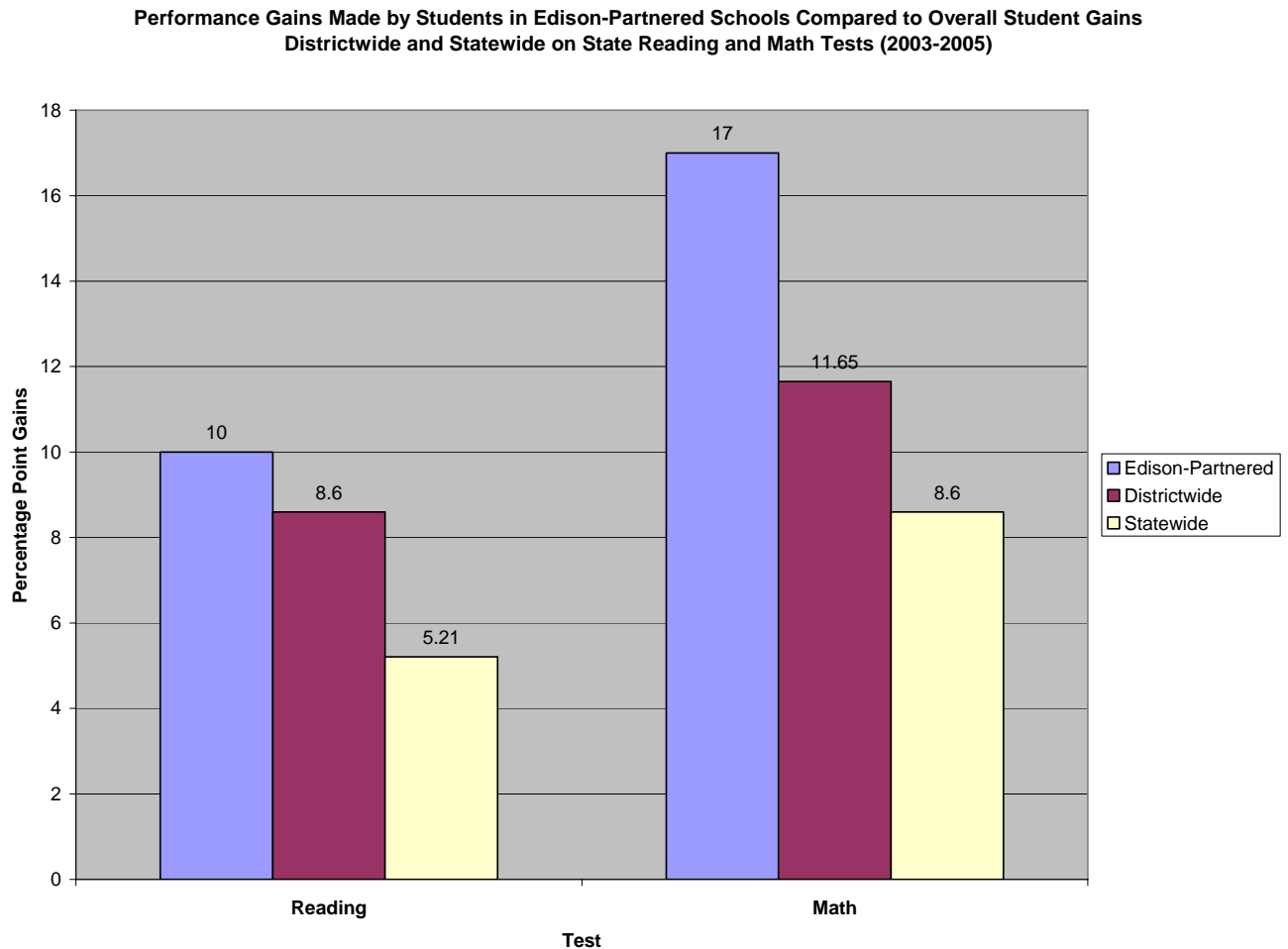
Since 1995 Edison has worked with nearly 200 schools to provide educational options to students from diverse socioeconomic backgrounds, and the results garnered in these schools from the implementation of the Edison curriculum have proven the curriculum effective in schools in areas in which poverty is high and students are at a significant disadvantage with respect to their peers. In fact, according to Edison Schools' 2005 Annual Report, its partnership schools on average had a free and reduced-price lunch population of 81% and a minority population of 85%.

The Edison Schools' academic model has recently received high marks from an independent national research group, American Institutes of Research, in their report released in 2006 entitled "CSQR Center Report on Education Services Providers" which reviewed the quality of seven prominent education service providers (Edison Schools, Imagine Schools, the Leona Group, Mosaica Education, National Heritage Academies, SABIS Educational Systems and White Hat Management). Among the highlights and conclusions of the report were:

- Edison was ranked highest among these seven providers in "evidence of positive effects on student achievement," in particular student achievement in populations of high poverty students in historically low-performing schools;
- Edison was rated as "very strong" in evidence of a link between research and the model's design;
- Edison was rated "very strong" in evidence of readiness for successful implementation;
- Edison was rated "very strong" in evidence of professional development and technical assistance to enable successful implementation;
- Edison Schools currently is the only provider among that seven that has a solid body of evidence of efficacy.

In another independent study involving Edison Schools, The RAND Corporation, in their published study entitled "Inspiration, Perspiration and Time *Operations and Achievement in Edison Schools*" issued in 2005 found that schools that implement the Edison curriculum and design make achievement gains over time. Indeed, over the past two years, schools that have

partnered with Edison and implemented its academic curriculum and assessment protocol have improved their performance on high-stakes tests—the mandated State assessments in Reading and Math—by an average of 10 percentage points in Reading and 17 percentage points in Math—outpacing by a significant factor their non-partnered counterparts in the districts and states where Edison partnership schools are located. The following chart illustrates this fact:



In addition to increasing the number of students performing at state-mandated levels of proficiency, students in schools managed by Edison also fail at lower rates than their demographic peers.

We are confident that AHWCS' choice in partnering with Edison Schools and our subsequent implementation of Edison Schools' academic curriculum and assessment protocol will result in similarly positive statistics for our students as they progress through our program.

**6. Discuss the school's plan for meeting the requirement to serve "at-risk" student populations. (At-risk includes, but is not limited to, students experiencing low achievement, poverty, behavioral issues, truancy, drugs, pregnancy and emotional issues).**

The Andrew H. Wilson Charter School has been intentionally designed to meet the needs of students in at-risk situations, including but not limited to low achievement, poverty, behavioral issues, truancy, drug abuse and dependency, pregnancy and emotional issues.

There will be specific challenges that AHWCS faces in educating students who are at-risk of academic failure. Many of the students who would attend AHWCS have had their lives and educations interrupted by Hurricanes Katrina and Rita, and continue to deal with the aftermath of the Hurricanes, including the emotional, psychological, social and physical trauma of losing their health, their homes, and/or loved ones. Moreover, many of these students will have attended school sporadically since August 2005, and may continue to have inconsistent attendance because of an unstable home life. For some students, these factors will only compound the educational challenges they were facing prior to the Hurricanes.

AHWCS will provide the support that its at-risk students may need as the school strives to achieve its goal of academic success for all of its students. As described previously, AHWCS will employ the Edison School Design, which incorporates integrated components that ensure that no child "slips through the cracks" and that every student receives the support he or she needs. These components include a strategy and plan, the school's Pyramid of Prevention, for addressing the needs of at-risk students, structures and processes for implementing the strategy, tools for identifying and monitoring at-risk students, and a structured learning environment that is encourages all students to be engaged in their education.

*Pyramid of Prevention*

AHWCS' stakeholders will work together to create a Pyramid of Prevention, a systematic, strategic approach, based on the work of Dr. Richard DuFour, for working with students who need additional support. The Pyramid will outline how AHWCS will identify those students in need of early prevention strategies and regularly monitor every student based on attendance, behavior and academic progress. In addition, the Pyramid will set out a structured intervention process, beginning with low level interventions and proceeding to more intensive interventions, which AHWCS will adopt to ensure that students receive the targeted, intensive interventions that they need. Supports and intervention systems that are built into the Edison School Design form the basis of AHWCS' Pyramid, which will also incorporate additional supports that are available to the school through the community.

*Structures and Supports*

One structure that AHWCS will have in place is a Family and Student Support Team (FASST) headed by a Student Support Manager (SSM). In addition to the SSM, the team will most likely consist of an administrator, AHWCS' nurse, the school's reading curriculum coordinator, and

counselor. The FASST is responsible for monitoring and implementing the school's Pyramid of Prevention and is an intervention strategy available for all students in the school who are having problems that are interfering with their ability to achieve academically. The team's goal is to address barriers to learning whether the barriers are academic, social-emotional, behavioral and/or a crisis situation. FASST is preventative, proactive and solution-focused.

FASST creates solutions for individual students by coordinating efforts between school, family, and social service agencies, when appropriate. The FASST process usually begins with teachers collaborating with parents/guardians as soon as a concern has been identified. The process becomes broader and more formalized based on the levels of intervention in the Pyramid of Prevention if, after these home/classroom interventions have been attempted, the child's performance or behavior still has not improved to an acceptable level. Additionally, FASST steps identify resources and interventions outside of the classroom to assist the student. These resources could include school-based intervention, more support for parent/guardian involvement, and services available in the community.

AHWCS will also be able to address the needs of its at-risk students through the House structure unique to each Academy. The most essential element of dealing with students who are at-risk, whether emotionally, educationally, or socio-economically, is through intense, personalized instruction and attention. The Academy Houses provide the intimacy of smaller schools within a school and allow teachers and students and their families to build relationships over multiple years as the students move through the grades of the Academy. House teams meet regularly to review student achievement data and to discuss any particular attendance or behavior issues that individual students may have. Moreover, teachers and the SSM may present persistent issues regarding individual students to the House team to conceive a strategy for addressing the particular issue. After brainstorming possible avenues toward a solution of the problem at this meeting, the House team will engage the student's parent(s) in an intervention.

In addition to the FASST and House teams, AHWCS will also organize a Behavior Support Team (BST) to help maintain a positive environment through evaluation and analysis of data such as referral forms. The BST will meet regularly to analyze referral data in order to identify the areas of concern and develop a plan to gather information, and brainstorm, implement, and evaluate solutions. Once the BST has identified the students who are generating the highest number of referrals, they assign a Case Manager to each student to gather information and schedule a FASST intervention meeting. The BST will also analyze the data to determine the teachers who are generating the highest number of referrals. This information will be passed on to the Leadership Team to develop an intervention plan.

### Assessment and Intervention Tools

The Pyramid of Prevention, FASST, House teams and BST create a strategy and framework for identifying, monitoring and developing interventions for at-risk students. In addition to these strategies and structures, AHWCS will adopt proven tools and intervention programs to identify, assess and support students who are potentially at risk.

All incoming kindergarten students will be administered the DIAL-III screening. The DIAL-III screens students in five areas: motor skills (fine motor and gross motor skills); language; concepts (pre-academic knowledge); and behavior. The information coming out of the DIAL-III screening will facilitate the “child find” process under the IDEA and will also allow teachers and administrators to identify potentially at-risk students who may require monitoring, additional evaluation and eventual referral to the FASST process.

In addition to the DIAL-III screening, AHWCS will administer DIBELS to assess student reading in primary grades and to identify those students who are not reading at grade level. Students at AHWCS who require an English Language Arts intervention program may use Foundations, Wilson Reading or Great Leaps depending on their needs.

### Learning Environment

In supporting students who are at risk of school failure, it is important that the school create a structured learning environment that expects and encourages all students to exhibit positive behavior and be engaged in their learning. Effective student management requires thoughtful and careful planning well in advance of the opening of school. Edison Schools accomplishes this goal by working with each school to create a comprehensive Edison Student Management Plan which includes:

- The Code of Conduct
- Positive Behavioral Expectations
- Student Conduct Intensive Lesson Plans
- Positive Incentive System
- Discipline Code
- School Safety Plan

In addition to these documents, the plan outlines clear procedures for disciplinary interventions including out-of-classroom placements (Time Out Rooms), designates clear responsibilities for FASST members and other school staff, and sets in place a reliable and effective student management tracking system using the school’s student information system. We are including the Edison Schools’ Student Management Handbook as Exhibit 8 to more fully describe our at-risk student interventions.

7. **Provide a description of specific and measurable goals for student academic performance and operational management associated with the performance outcomes listed:**

**Daily Attendance**

Internal Goal: AHWCS will exceed attendance rates of the Recovery School District, the Orleans Parish and surrounding Parishes.

*Measure 1:* Student Attendance

1. Each year, the School will seek to improve upon its prior year daily attendance rate until it reaches 95%. The daily attendance rate of the first year of the school will serve as the baseline measure, and progress will be made in terms of improving the daily attendance rate until it reaches 95%.
2. Each year, the School's student attendance rate will meet or exceed the average attendance rate of the State

**State Tests**

Internal Goal 1: AHWCS Students will demonstrate proficiency related to ELA, Math, Science and Social Students

*Measure 1:* Student Performance on Louisiana State Tests

1. During the life of the charter, the school will demonstrate reasonable progress in each grade 3-5 in ELA, Math, Social Studies and Science by producing gains that are larger than comparable schools (schools within +/-10% of the School's % FRL and % Minority).

Internal Goal 2: AHWCS will meet annual growth standards established by the Louisiana Department of Education, and thus make adequate yearly progress as established under NCLB.

*Measure 1:* AYP Subgroup

1. Under the State's No Child Left Behind accountability system, the School's Accountability Status will meet the growth target in the School Performance Score each year, and thus meeting AYP in all subgroups.

### **Diagnostic Tests:**

Internal Goal 1: AHWCS Students will demonstrate proficiency related to ELA and mathematics.

*Measure 1:* Student performance on NCE for the Iowa Test of Basic Skills.

1. Beginning in the second school year, grade-level cohorts of students (for Grades 1 and above) will make 3 point NCE gains on their average NCE over their previous Spring average NCE on the ITBS, a nationally-normed reading and mathematics test.

### **Matriculation**

As AHWCS is a proposed K-8 school, the performance outcome of matriculation to college or university is not applicable.

### **Graduation/Promotion**

Internal Goal 1: 100% of AWHCS Students will be promoted to the next grade at the end of each school year.

*Measure 1:* Overall Student Performance based on academic measures and non-academic measures.

1. All students in each grade will meet internal academic and non-academic standards in order to be promoted to the next grade at the end of each academic year.

### **Teacher Retention**

Internal Goal 1: Teachers will express satisfaction with the school and their working environment.

*Measure 1:* Each year, teachers will express a high degree of job satisfaction with AHWCS' academic program, professional development program and overall professional support, administrative relationship and communication, parental involvement, based on the Harris Interactive survey which will be administered each Spring. On the measures of overall satisfaction and overall career satisfaction, staff will set a baseline Harris score in its first Spring (in the percentage of teachers rating their satisfaction as an A or B) and will increase this percentage each subsequent year or at least until the rating reaches 80%.



## **College Placement**

As AHWCS intends to be a K-8 school, this performance outcome is not applicable.

## **Other**

## **Parent Satisfaction**

Internal Goal 1: AHWCS parents will express a high satisfaction rating with the School.

*Measure 1:* Each year, parents will express satisfaction with AHWCS' program, based on the Harris Interactive survey which will be administered each Spring. On the measure of overall satisfaction, parents will set a baseline Harris score in its first Spring (in the percentage of teachers rating their satisfaction as an A or B) and will increase this percentage each subsequent year or at least until the rating reaches 80%.

*Measure 2:* Each year, 90% of all students enrolled in AHWCS during the course of the school year, will return the following September.

## **Operational and Financial Soundness**

Internal Goal 1: AHWCS will meet all legal requirements and responsibilities.

*Measure 1:* Adherence to Contract Terms

1. Each year, AHWCS will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the Louisiana Charter Schools Act, the Louisiana Freedom of Information Law, the Louisiana Open Meetings Law, the Federal Individuals with Disabilities Education Act, and Federal Family Educational Rights and Privacy Act.

Internal Goal 2: AHWCS will make responsible financial decisions and demonstrate sound fiscal practices and management.

*Measure 1:* Financial Compliance

1. Upon completion of AHWCS' first year of operations and every year thereafter, the School will undergo an independent financial audit that will result in an unqualified opinion and no major findings<sup>1</sup>.

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<sup>1</sup> A finding will be "major" if it indicates a deliberate act of wrongdoing, reckless conduct or causes a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the continued operation of the school.

*Measure 2:* Financial Viability

1. Each year, HCCS will operate on a balanced budget<sup>2</sup> and maintain a stable cash flow.

*Measure 3:* Enrollment Stability

1. Each year, the student enrollment at AHWCS will be within 15% of full enrollment as defined in the School's charter.

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<sup>2</sup> A budget will be considered "balanced" if revenues equal or exceed expenditures.

**8. Describe the school's plan for monitoring and reporting the effectiveness of the curriculum, instructional methods and practices during the first school year, at year 3 and at year 5.**

The Andrew H. Wilson Charter School will monitor and report the effectiveness of the curriculum, instructional methods and practices on an *annual* basis to its chartering authority and its stakeholders as well as the general public throughout the life of the School's charter. The School will use its student academic performance goals, as outlined in Question 7, to evaluate its progress in student achievement each year. Based on an analysis of aggregated and disaggregated data, the School will assess the effectiveness its curriculum and instructional methods and practices had on overall student progress and achievement as well as on differentiated groupings of students, for instance based on racial demographics, income and special needs. If the School were to fall short in any student academic performance goals, the School's Principal, instructional staff and Edison Schools curriculum staff will work together to determine if changes are necessary in the School's curricular and instructional approach in order to more effectively meet our students' identified areas of need. Any changes that are made to the curriculum and instructional methods and practices will be informed by student assessment data as well as teachers' observations and feedback.

As required by R.S. 17:3998(A)(2), each charter school must provide a comprehensive report to its chartering authority at the end of the third year. It is AHWCS' intention, however, to provide such a report annually to its authorizer using the School's Accountability Plan delineated in Question 7. The Accountability Plan will be the instrument by which AHWCS monitors its success in achieving its stated goals and objectives and outlines any modifications it deems necessary to maintain progress or improve performance. In addition to this report on progress in meeting its accountability goals, AHWCS will submit to its chartering authority any other prescribed reports necessary to be in compliance with applicable law each year.

**9. Describe how the proposed school will provide students with disabilities access to free, appropriate education in the least restrictive environment.**

**a. Explain how the school will assess, review, revise and implement the IEP.**

*Extensive Remedial Instruction*

The Edison curriculum is designed to meet the needs of all students, regardless of ability. At AHWCS, the strong general curriculum, differentiated instruction and remedial support, when necessary, support all students in mastering the academic requirements of their grade level.

For example, *Foundations* is an early intervention-reading program used by Edison Schools to support students in K-3 grade who, according to DIBELS testing, are at-risk for reading failure. *Foundations* is a phonological/phonemic awareness, phonics and spelling program specifically designed for K-3 students. The multi-sensory lesson activities provide learning through various modalities and help to maintain student engagement. The *Foundations* program teaches skills in a systematic and sequential manner with modeling and learning is cumulative. Students are taught to use gross and fine motor memory tasks and tactile strategies to trigger responses. Further, assessments are built in throughout the program to monitor student's progress. This, along with the repetition provided through a high frequency of skill presentations, increases day-to-day learning.

For older students who are reading significantly below grade level and have been unable to learn encoding and decoding through traditional methods, *The Wilson Reading System* will be used. *The Wilson Reading System* is based on Orton-Gillingham philosophy and principles as well as on current phonological coding research. This program has been designed to help meet the needs of students who require direct, multi-sensory, structured language teaching in order to master reading. It teaches students the structure of words through a research-based, carefully sequenced, 12-step program.

Additionally, AHWCS will have a Family and Student Support Team (FASST) that will provide support for parents and students. It will receive referrals from school staff and parents regarding children who are not making adequate progress in any area that may be affecting student achievement (attendance, academics, health, social/behavioral), thereby offering an additional stage of intervention beyond what is described above.

*Regular Assessments of Student Performance*

Edison is, first and foremost, accountable for the progress of students in meeting challenging standards of learning. Edison will routinely monitor AHWCS students' progress against academic standards—Edison's and Louisiana's. Each quarter teachers will complete a unique report card called the Student Learning Contract (SLC), which is a special narrative and quantitative report that tracks student progress against academic standards and sets goals for improvement. This is in contrast to the typical report card that grades progress relative to each teacher's subjective classroom standards. Students also will receive traditional letter grades in the Student Learning Contract (SLC). AHWCS students will take all standardized tests required

by state and local authorities, and Edison also will administer its own monthly tests, known as Benchmark Assessments, that mirror standardized criterion and norm-referenced tests. Teachers will use the results to adjust their instruction to meet individual student needs. The Benchmarks are available online through an Internet-based system that will enable tests to be created, delivered, and reported electronically.

#### *Compliance with Applicable Law*

AHWCS will comply with applicable state laws and all relevant federal laws, including the Individuals with Disabilities Education Act (“IDEA”), the Family Educational Rights and Privacy Act (“FERPA”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and the Americans with Disabilities Act (“ADA”). The School will seek to work collaboratively with the RSD to ensure that all IEP requirements are met. Edison may provide services both directly and under contract with outside providers.

The School is committed to a program of responsible inclusion for students with special needs. This means that it will offer an educational program designed to meet the learning needs of the broadest possible spectrum of students within the regular classroom. The School will provide appropriate services and supports to special needs students and teachers within the regular classroom—and also in separate settings, when necessary to meet the individualized needs of the child. Special Edison Support (“SES”) staff and classroom teachers work together to ensure that special students remain activated and focused.

Where appropriate under an IEP, SES staff work with special needs students for intensive, short-term “pull-asides,” returning them to classroom activities with support materials, plans, and follow-up. SES staff also provide strategic direct instruction for some individual students—one-to-one and in small groups—within classrooms or in a resource setting, as determined by the IEP team. In addition, SES staff provides classroom teachers with strategic modeling, materials, and follow-up that elaborate on instruction and practice for students with disabilities. SES staff regularly reviews each student's level of service and adjusts it to meet his or her academic and social learning needs. When “inclusion” proves not to be a responsible educational arrangement for an individual child, the school convenes an IEP meeting to discuss with the team appropriate services for the student. In AHWCS, special education assessment procedures provide valuable information to teachers, to parents, and to the student—all of whom are fully informed. The school will utilize appropriate IEP procedures for making referrals, conducting evaluations, communicating with families, writing and reviewing IEPs, maintaining student records, and reporting to federal and state authorities.

#### *Child Find*

AHWCS will comply with Child Find provisions of the IDEA to identify, locate, and evaluate all children with disabilities, regardless of the severity of their disabilities, who are in need of special education and related services. If a child is suspected of needing special education services or upon a request made by a parent or teacher, the AHWCS Charter School Special Education Coordinator will initiate the evaluation.

#### *Referral process*

##### Level 1: House Team Student Concern Meeting

At the first sign of concern, teachers contact parents and together create a plan of action to better meet that student's needs. Teachers then bring on-going concerns about a student's welfare and/or academic progress to the House team, where the team suggests and plans out interventions. This House-level problem solving focused on responding to a student's needs is both frequent and structured. The house revisits the effects of the interventions over time. House-level meetings can include input from school wide resource people, such as the special education teacher, the technology director, or the reading coordinator. Intervention strategies vary widely to fit the situation, often involving changes in classroom practices and increased parental involvement. When the above mentioned strategies are not having the desired effect, a House Level FASST meeting, which includes the parent, is convened to bring together a larger group of people and design broader supports and interventions.

#### Level 2: Core FASST Referral

If concerns persist and the House-level strategies are not sufficiently effective, the House team refers to the Core FASST team, with information about what has been tried. Generally directed by the school's Students Support Manager, the Core FASST includes, the classroom teacher, the special education coordinator, the reading coordinator, the principal, and others as appropriate (the nurse, the ELL coordinator...).

This team then takes one of four routes to respond to the student's need. They either:

- refer the concern back to the House team with suggestions for further interventions or additional data/information collection; or
- refer the concern to the appropriate outside agency or service provider (i.e. eye doctor, nurse, community health agency); or
- convene a Full FASST meeting to plan effective intervention, which can include strategies for the classroom, the wider school, and/or the home environment. This agreed upon plan then becomes that student's Individual Action Plan, which is tracked by a case manager with check-backs with the team; or
- refer for an evaluation for special education, consistent with IDEA and state regulations.

#### *IEP Process*

Consistent with IDEA requirements, the School will ensure that each child referred for a special education evaluation be assessed appropriately and that a properly configured IEP makes determinations regarding what is appropriate for that child's needs. As required by law, such teams will ensure that a free, appropriate public education is provided in the least restrictive environment appropriate for each child's needs. Parents will have a voice in such determinations, consistent with the IDEA. If a student qualifies for special education services, the IEP will establish the individualized program, interventions and accommodations that are appropriate for a student and the School will provide those services. The IEP team will review and revise student IEPs under the timeline established by applicable state and federal law.

#### *Service Delivery*

The School will provide all appropriate special education and related services either by providing such services directly or, where preferable and more efficient, by engaging a third party contractor. In either instance, AHWCS will take responsibility for the delivery of special

education services and, based on individual students' IEP, integrate special education into the regular academic program.

#### *Transportation*

AHWCS may negotiate with the RSD and/or Orleans Parish, as appropriate, for pupil transportation, and for other support services provided to other public schools in the system.

#### *Access to Student Records/FERPA*

AHWCS will abide by the applicable provisions of IDEA and the FERPA in order to ensure that data regarding students with disabilities is retained and kept confidential, including having procedures for maintaining files in a secure and locked location with limited access.

#### *Facility Accessibility*

At this point, AHWCS does not know which facility it will inhabit upon receipt of a charter – several options are viable. Whatever the location, the School will ensure that its program is, in accordance with Section 504 and ADA requirements, accessible to students with disabilities.

**b) Describe the school's plan to ensure that parents of children with exceptionalities are informed of how their children are progressing on annual IEP goals and in the general curriculum.**

The School will comply with all applicable state and federal law in ensuring that parents of students with disabilities are kept informed about how their children are progressing towards their IEP goals, as well as on measures that reflect their mastery of the general curriculum.

AHWCS will communicate in writing with parents, in their dominant language, whenever it needs to share information regarding a student's performance, as well as of any concerns about the child or the need for evaluating (or re-evaluating) the student, and will attempt to contact the parents by telephone as well. The School will also communicate in this way whenever it perceives a need to convene an IEP team meeting, disciplinary hearing or other step potentially impacting the student's special education program.

Parents of students with disabilities will receive the same timely notifications as those provided to other parents regarding performance of their children on standardized assessments. Such communications will be consistent with the requirements of the No Child Left Behind Act and other applicable federal and state law.

**c) Describe how the school will provide accommodations for students who require extended school year services.**

Through the efforts of Edison and the School's special education coordinator, AHWCS will ensure that all students who require accommodations and interventions will receive them as set forth in the IEP, on whatever timeline is laid out there. If transportation, instructional support or other supports are needed when school is not in session, they nonetheless will be provided in accordance with applicable law. The School is committed to meeting the IEP needs of all of its students.





**10. Explain how the proposed school will serve students with Limited English Proficiency (LEP). Provide details regarding how the school will:**

- a. Identify LEP students**
- b. Ensure students are not tracked inappropriately; and**
- c. Implement strategies to ensure academic success for students**

Students at the Andrew H. Wilson Charter School with limited proficiency in English will achieve proficiency in the English language as quickly as possible through the use of the School's services and teaching methods. AHWCS assures that LEP students will not be excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction nor will LEP students be assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from the School in their native language so that we will be able to encourage the participation of all parents, regardless of their home language, in the AHWCS community. The School will comply with all applicable law regarding the education of LEP students.

**Identifying LEP Students**

By using a variety of sound methodologies to identify its LEP population, AHWCS will ensure against students being inappropriately tracked or misplaced. The methods that the School will employ involve the use of the *Home Language Survey*, quantitative data from standardized assessments and oral exams, and observations from classroom work and participation to determine LEP classification.

AHWCS will begin to identify LEP students through the *Home Language Survey* issued by the State Education Department. The *Home Language Survey* will be sent to every student's household after the start of each school year and is designed to help identify students who may have limited English proficiency.

If, based on answers to the *Home Language Survey*, AHWCS staff determines that the student is of foreign birth or ancestry and comes from a home where a language other than English is spoken, an informal interview by school staff (in English) will be conducted. If the interviewer determines that the student speaks no English, that student will be classified as an LEP student. If the interviewer determines that the student speaks some English, an oral exam will be administered. If the student scores below the established cut-off point on the test, that pupil will be classified as an LEP student. If the student scores above the established cut-off point on the oral test, the student will be administered the Language Assessment Scale ("LAS") test. The student's LAS score will determine if s/he will be classified as an LEP student.

AHWCS teachers (who will receive training in educating LEP students) will also be responsible for observing each student throughout the class day with an eye toward detecting limited English proficiency. Any student suspected of having limited English proficiency will be tested to determine if and what level of services, if any, are necessary. The LAS will be administered to students suspected of having Limited English proficiency based on these teacher observations of

classroom work, and again, the student's LAS score will determine if s/he will be classified as an LEP student.

#### Exit Criteria for LEP Services

Students designated as LEP students will be administered the English Language Development Assessment ("ELDA") at the end of each year to determine progress and proficiency levels. As required, all LEP students will take the ELDA until they are fluent in the four language domains at Proficiency Level 5. In order to exit from LEP classification, students must meet English proficiency as measured by the ELDA. In addition to achieving proficiency on the ELDA, the student must demonstrate acceptable levels of performance in his/her core academic courses including ELA, math, science and social studies. Finally, since all students at AHWCS will be administered the ITBS in Reading, the School intends to use the ITBS as well as a benchmark for exiting from LEP status. LEP students will be expected to perform at or above the 40<sup>th</sup> percentile on the ITBS Reading test. The School will examine all three criteria to make decisions regarding removing a student from the LEP designation. Students will not be exited from LEP status unless it is demonstrated that they can read, write and comprehend English well enough to participate meaningfully in the School's program.

Once a student has been removed from LEP status, s/he will continue to be monitored for the following year to ensure that there was not a premature removal from LEP classification. The monitoring will involve ongoing teacher observations of the student's oral and written performance in class and a review of standardized and classroom-based assessments. If there is a concern that the student is continuing to struggle due to a continued language barrier, the School will arrange for a meeting involving the parents, student and teacher to determine if a return to LEP status is necessary.

### LEP Strategies to Ensure Academic Success

AHWCS affirms that all of its students, regardless of language proficiency, will be provided the necessary curriculum and instruction to allow them to achieve to the highest standards set for all students in the School.

AHWCS will educate LEP students following a model of English language immersion. AHWCS is an advocate of the immersion versus bilingual education, and as research has shown, bilingual education classes have not accomplished their intended goal teaching children English.

As Cara Morlan, a researcher at the Independence Institute, a nonprofit, nonpartisan Colorado think tank, wrote in her article *Structured Immersion, An Alternative to Traditional Bilingual Education* (July 26, 2000): “The national debate regarding bilingual education has risen due to the fact that despite the good intentions of many educators across the country, traditional bilingual education has failed to provide the vast majority of *language minority students* with the main skill necessary for academic, financial and social success in today’s competitive market: mastery of the English language.” She goes on to tell us that “In California, children enter school speaking one of 140 different languages, yet only Spanish-speaking students are put into traditional bilingual education programs. These students are then the immigrant group that does the worst in school, has the highest dropout rate, the lowest test scores and the lowest college admissions.” Ms. Morlan found that only 5% of these students were being found to gain proficiency in English each year.

John Hood, President of the John Locke Foundation, a North Carolina-based think tank, wrote in the Business Journal of Raleigh/Durham in an article entitled *Immersion v. Bilingual Education* (December 26, 1997), “A review of 300 “studies” of bilingual education by federal researchers found only 72 that were methodologically sound. Of those studies, 83 percent comparing bilingual education to immersion found that kids learned to read better through immersion. Not a single study found the reverse.”

Even former critics of California’s actions have become converts to English immersion models: Ken Noonan of the California Association of Bilingual Educators said of the ban and the subsequent improvement in Spanish-speaking students’ English and math test scores, “I thought it would hurt the kids. The exact reverse occurred” (“*How New York Can Fix Bilingual Ed,*” *New York Daily News*, September 24, 2000). Even the New York City Department of Education capitulated, documenting the success of its immersion programs versus traditional bilingual education classes. The NYC Department of Education’s own research shows that immersion works best for young students: “...nearly 44% of Kindergarteners in immersion classes move into the mainstream after one year, nearly 61% do so within two years and a whopping 84% do so within three. In contrast, traditional bilingual programs have a far lower success rate...” (*New York Daily News*, September 24, 2000).

AHWCS plans to provide all necessary staff with specialized curricular materials to enable LEP students to achieve proficiency. AHWCS will also directly provide or make referrals to appropriate support services that may be needed by LEP students in order to achieve and maintain a satisfactory level of academic performance. Such services may include individual counseling, group counseling, home visits, parental counseling.

### *Plan for Educating LEP Students*

AHWCS will follow a plan of structured English language immersion. LEP students will receive the same academic content as those students who are non-LEP students. All instruction will be in English, however, the level of English used for instruction—both verbal and written—will be modified for any LEP student if necessary.

The English Language Arts program that AHWCS will utilize, *Open Court Reading*, is the top recommendation of the Institute for Research in English Acquisition and Development (READ Institute). The READ Institute pointed out that *Open Court*'s strong phonics-based approach and rich content is ideal for schools using an immersion or structured immersion approach. Bill Honig, the former California State Superintendent of Public Instruction and Director of the Center for Systemic Social School Reform at San Francisco State University advocates this systematic, explicit instruction in an organized comprehensive English reading program in his book, "Teaching Our Children to Read" (Corwin Press, Inc., 2001):

*For teachers, students and their families, the results of many past bilingual programs have been disappointing. Often in these programs, the English literacy component was weak, and many students failed even to become proficient readers in their primary language. All students need systematic, explicit instruction in an organized, comprehensive English reading program. In addition, a strong English language development program beginning in kindergarten and first grade is crucial. ... Moreover, recent research and best practices have shown that young English language learners can learn to read in English with the same results as peers whose primary language is English (Morgan & Willows, 1998).*

Students will not be forced to stop using their primary language while learning English. If a teacher feels it will be beneficial, AHWCS will endeavor to ensure that there will be somebody in the LEP student's classroom who knows the child's language.

Parents of LEP students will be kept abreast of their child's progress in English language acquisition. Based on the *Home Language Survey*, AHWCS will know which students come from homes in which languages other than English are primarily spoken. In such instances, any school communication with the parents shall be in the language that parents best understand or otherwise authorize.

### Evaluation of the LEP Program

AHWCS will periodically evaluate the effectiveness of its LEP program. AHWCS will determine if it is successful in achieving the goal of the program in helping our LEP students overcome their language barriers sufficiently well and sufficiently promptly to ensure that our LEP students can participate meaningfully in the School's program. If AHWCS finds that its LEP program is not meeting this goal, the program will be modified accordingly.

We will evaluate our success in serving our LEP students in different ways. The proficiency in the English language of an LEP student will be measured at least annually using AHWCS' internal standardized assessment tools, the ITBS assessments and the ELDA to determine whether continued special services are warranted. The School will also evaluate each student's

performance in academic content areas to measure the student's progress in core subjects. If an LEP student fails to show appropriate progress in these academic areas as measured by the ITBS, ELDA and teacher assessment of classroom work, modifications to the instructional program may be made for individual students. In addition, the School will look at disaggregated data on the LEAP and iLEAP assessments for LEP students as a group to evaluate whether these students are making progress in the acquisition of the English language as well as progress in core subjects and will track that progress against that of non-LEP students. AHWCS will track how many students are declassified as LEP and the number of instructional years it takes for this declassification to occur. Finally, we will track our students longitudinally throughout their years at AHWCS to determine if there is significant variation in the academic achievement of students who were once classified LEP and non-LEP students as measured by standardized assessments, both internal and external, and AHWCS non-standardized assessments.

**11. Articulate a plan for providing support and ensuring success for homeless students enrolled in the school. The plan should include steps that will be taken to ensure immediate enrollment, access to all activities and additional support.**

The McKinney Vento Act defines homeless children and youth as:

- Children who lack a fixed, regular and adequate nighttime residence.
- Children whose families are sharing the housing of other persons due to loss of housing, economic hardship or similar reasons.
- Children living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations.
- Children living in emergency or transitional shelters.
- Children abandoned in hospitals.
- Children waiting for foster care placement.

Never have there been more children in our community who fit the Federal government's definition of homelessness in the wake of the Katrina disaster that left so many of our families tragically uprooted from their homes. All of us at the Andrew H. Wilson Charter School are sensitive to the needs these students and their families have and are committed to ensuring that the School will take the steps necessary to ensure that those of our students still in transitional and temporary housing are able to enroll in our school and are given the necessary support to succeed. Children at AHWCS who are homeless will be welcomed and included fully in the school community and will be provided with services through the McKinney Vento Education and Title I NCLB programs.

The School will enroll homeless students and students at risk of becoming homeless in accordance with applicable laws, regulations and policies. The School will abide by the following mandates:

- It will not place homeless children in a separate program based only on their homelessness.
- It will immediately enroll homeless students, even if those students are unable to produce the records normally required for enrollment.
- It will coordinate the necessary transportation from the school district needed by homeless children to get to and from the school as well as transportation needed by their parents/guardians to attend school related functions.
- It will designate a local liaison for homeless children.

The School will identify a staff member (most likely the Student Support Manager) who will be appointed as the Student Housing Liaison ("SHL"). The SHL will serve as the primary contact between homeless families and school staff, district personnel, shelter workers, social service agencies and other service providers. The SHL will serve as the primary contact-outreach worker for all local, state and federal agencies. They will also be responsible for keeping parents informed about available resources and services to help ensure the academic success of their children and take the lead on making appropriate referrals to help address the needs of our homeless children and their families.

In particular, the SHL will be charged with the following responsibilities:

- Identifying students who may be covered under the McKinney-Vento Act by reviewing every student residency form. This form will be part of the enrollment packet for the school. This confidential form will also help us provide needed social service and other referrals for our homeless/transitional students and their families.
- Assisting parents in filling out enrollment paperwork (including ensuring that all students covered under McKinney Vento have filled out the paperwork to receive free/reduced priced meals at the School).
- Placing educational rights posters for both parents and students throughout the School and community.
- Communicating with the school administration and Board about homeless children needs including clothing, housing and educational supplies.
- Ensuring that homeless students have every opportunity that non-homeless students have to participate in after-school activities and in-school programs.
- Serving on the school improvement team.
- Partnering with community agencies to receive donated clothing, school supplies and immunizations support.
- Attending local homeless coalition meetings or other advisory groups where needs of area homeless people are discussed.
- Coordinating transportation through the district and public transportation authority for children and their parents covered under the McKinney Vento Act.
- Coordinate professional development for administrative and instructional staff around training on homeless children's educational rights, the McKinney Vento Act and homeless parent involvement. The goal of this staff training will be to inform and prepare everyone at the school of their role in helping our homeless and transitional families feel welcome, accepted and nurtured in our school community.

We recognize that the New Orleans area is faced with the reality that over the next several years our student population will be in flux. All the stakeholders of the School will be sensitive to the needs of all of our homeless students and will be poised to respond effectively to issues that prevent academic success because our children lack the security and stability of a permanent home.

12. **Explain how the school will identify and meet the needs of the gifted/talented and academically advanced students.**

While the Andrew H. Wilson Charter School will not have a gifted and talented program *per se*, we expect that some children who gain admission through the lottery process may come to us performing at higher than average academic levels. One of the reasons AHWCS has chosen to partner with Edison Schools is that its educational philosophy aligns with that of the School's and as such it can meet the needs of the diverse community of learners that we expect will be enrolled at the School. Edison's educational philosophy is one of responsible inclusion. This applies to students with special needs (IEPs permitting) and for those deemed gifted and talented. Through Edison Schools' academic program, the School will be utilizing curricula that are rich and highly resourced to enable teachers to differentiate instruction to meet the needs of all learners in their classrooms. In addition, the instructional model calls for the re-grouping of students in reading based on ongoing assessment data every eight weeks in order to have smaller classes at similar levels of capability, allowing for targeted instruction with a high degree of specificity but the flexibility to regularly adjust the groups as performance warrants.



**13. All charter schools are required to administer state-standardized assessments (LEAP, iLEAP, etc.). In addition to these state-mandated tests, indicate any additional assessments the proposed charter school will administer.**

The Andrew H. Wilson Charter School will participate fully in the state assessments prescribed by the State of Louisiana, including but not limited to, the following:

1. The Louisiana Educational Assessment Program (LEAP): administered in Grades 4 and 8 in ELA, Math, Science and Social Studies.
2. The integrated Louisiana Educational Assessment Program (iLEAP): administered in Grades 3, 5, 6, and 7 in ELA, Math, Science and Social Studies.
3. The LEAP Alternative Assessment Program Level 1 (LAA1): administered to appropriately identified students in Grades 3-8.
4. The LEAP Alternative Assessment Program Level 2 (LAA2): administered to appropriately identified students in grades 4-8.
5. The English Language Development Assessment (ELDA): administered to appropriately identified students in grades K-8.

AHWCS will administer any other state-required assessments that may be introduced subsequent to the granting of its charter.

In addition to the above-referenced mandated Louisiana assessments, AHWCS will administer the Iowa Test of Basic Skills in Reading and Math, a nationally normed-referenced test, to all its students upon entrance to the school to establish a norm-referenced baseline and then every Spring thereafter in order to measure growth and to provide diagnostic information to teachers to guide instruction.

As an Edison School, AHWCS will also incorporate in its assessment protocol, the Edison Benchmark Assessments, which are a dynamic assessment tool that provides teachers with timely data on their students' progress towards mastery of content areas in order to guide their lesson plans and provide more individualized instruction to meet Louisiana State learning standards.

- a. Explain how chosen assessments will be used to support the selected curriculum.

The ITBS was chosen because it is the assessment instrument that the State of Louisiana has been using for several years and has alignment with the Louisiana State standards. While the ITBS can provide diagnostic information to teachers to guide instruction, the timeliness of accessing the data makes it a less powerful tool than the Edison Benchmark Assessments which the School will also utilize. The Edison Benchmark Assessments measure student progress against the Louisiana State learning standards by administering monthly online assessments. These assessments contain items that are specifically designed to measure mastery of the Louisiana State learning standards and to predict performance on the LEAP and iLEAP tests.

The Benchmark assessment system, is a proprietary standards-benchmarking tool, and is administered in monthly cycles to all students in core academic subjects: math, literature/language arts, and science. These diagnostic assessments are electronic and are administered either in a computer lab or on classroom computers. Each Benchmark assessment is approximately twenty questions long and is formative in content, in that it measures student progress toward mastery of standards rather than testing only what a student just learned. The benefits of such an assessment system are numerous. Benchmarks will offer both students and teachers the opportunity to measure progress against Louisiana standards, providing a means for both assessing school-wide progress and adapting to the specific needs of each student. Students and their parents will have constant access to their personal progress data, and teachers will have the ability to see both individual student data and class-wide data.

Teachers at AHWCS will be trained to use class-wide and individual assessment scores to guide their specific lesson plans. Each question on a Benchmark assessment is cross-referenced to the particular area(s) of instruction that correspond(s) to that question, and teachers will be trained to take advantage of this information. Teachers will learn how to use Benchmark data to implement a system of data-driven instruction at summer professional development, but the school's leadership team continually will develop teachers' skills throughout the school year.

**b. Explain how data will be used to improve instruction.**

One of the hallmarks of the Edison Schools' educational model is the use of ongoing assessment to monitor student progress and to inform instruction. The use of the monthly Edison Benchmark Assessments at the Andrew H. Wilson Charter School, in combination with the Louisiana state-mandated assessments and the School's administration of the ITBS, has created a very dynamic protocol of assessments that allows for teachers to have regular feedback on student progress and achievement to inform instruction, allowing them to track growth and to address identified areas of needs in a timely fashion.

In particular, the use of these monthly assessments in the core academic areas of reading and math, combined with our chosen skills-based curricula, has created a very powerful instructional approach to each of these academic areas. The monthly assessments provide our teachers with real-time information as to the strengths and weaknesses of their students, as individuals and as a group. Such timely assessment information allows our teachers to inform instruction in the classroom by giving them the data they need to, among other things:

- provide small group instruction based on identified needs;
- address concepts that need to be re-introduced class-wide based on identified aggregate weaknesses;
- supplement skills-based curricular materials; and
- modify weekly and monthly lesson plans based on the aggregate strengths and weaknesses of the class.

One of the strengths of the Edison Benchmark Assessments is the system's ability to disaggregate the data by subgroups identified as important under NCLB. Students with IEPs, for example, participate in the monthly Benchmark assessments in order to monitor their progress in the School's curriculum. Benchmarks are taken with the same accommodations and

modifications that are prescribed in their IEPs. The special education working with the classroom teacher, can then analyze the data from the monthly Benchmark assessments and use that information to inform instruction. Similar processes are in place for other subgroups, such as ELL.

Finally, the school Principal has access to the data on a macro level (including grade-wide and school-wide data) that s/he needs to assess the effectiveness of curriculum and instruction. The principal can then use that data to inform decisions s/he needs to make around professional development and training for the School's instructional staff in order to make them more effective teachers in the classroom as well as any overarching curricular and instructional methodology changes that might be necessary to ensure academic success for all students.

**c. Explain how the school will provide accommodations and modifications for students with exceptionalities.**

Andrew H. Wilson Charter School understands its responsibility to provide state-mandated standardized assessments for every student at the school, including those students with exceptionalities. AHWCS will take all necessary steps to ensure that any students with IEPs will participate in any and all district-wide and state-mandated assessment programs, including but not limited to the LEAP and iLEAP state assessments. AHWCS will also provide modifications of these assessments, as well as school-based assessments, as dictated by a student's IEP in order to give students with exceptionalities the greatest chance of success on these assessments. In order to ensure that all special education students receive the accommodations as mandated by their IEPs, the special education coordinator at the School will be responsible for the following:

- Providing students, whose IEPs indicate that they are eligible for the Louisiana Alternate Assessments, with the correct assessment(s).
- Reviewing students' IEPs to ensure appropriate accommodations are arranged during testing.
- Providing the appropriate technology necessary for completion of the state/district assessment and school-based assessments, including but not limited to, hearing or communication devices and calculators if prescribed by the students' IEPs.
- Organizing appropriate space and adequately trained personnel to ensure that, during assessments, students whose IEPs require small group testing will be placed in instructional groupings that are consistent with IEP and legal requirements.
- Organizing appropriate space and adequately trained personnel to ensure that students who require tests to be read aloud to them, take the assessment under the conditions as dictated by their IEP.
- Reporting to the Department of Education appropriate demographic and testing information for special education students.

The special education coordinator will also be responsible for reporting all of the above referenced actions to the Department of Education to ensure compliance with all applicable state and federal law.

In cases in which a student's IEP indicates s/he must take the Louisiana Alternate Assessment, AHWCS also will present to and discuss with members of the district and the IEP team each component of the School's assessment program, and will ask the district and IEP team to make a determination about which, if any, of these various assessment measures would be appropriate to include in these children's IEP's.

If the district and the IEP team determine that none of the various assessments administered by AHWCS are appropriate for a given student with disabilities, AHWCS may create individualized assessment instruments based on the goals and objectives of a child's IEP and a thorough task analysis, which then will be submitted to the district and IEP team for approval (or denial) to be included in the child's IEP.

**d. Plan for evaluation that is sufficiently frequent and detailed to determine whether students are making adequate progress.**

The Andrew H. Wilson Charter School use of the Edison Benchmarks Assessments allows for ongoing student evaluation in the core subject areas that is sufficiently frequent and detailed to determine if students are making adequate progress.

The monthly assessments that comprise the Edison Benchmark Assessments are designed specifically to provide frequent and timely feedback on a student's mastery of the Louisiana state's learning standards in the core academic areas and to predict performance on the State's high stakes assessments. Each question on a Benchmark assessment is cross-referenced to the particular area(s) of instruction that correspond(s) to that question, and teachers will be trained to take advantage of this information in order to inform ongoing instruction.

Beginning in 2<sup>nd</sup> grade and continuing on through the 8<sup>th</sup> grade, all students are administered the monthly benchmark assessments and teachers can access timely feedback from these tests in order to gauge individual student, as well as classroom-wide, attainment of skills and knowledge relevant to achieving proficiency in ELA and math.

**e. Indicate the person(s), position(s) and/or entities that will be responsible and involved in the collection and analysis of assessment data.**

The School Principal, Academy Directors and instructional staff will be responsible for the collection and analysis of assessment data at the Andrew H. Wilson Charter School.

The principal will be responsible for analyzing and distributing the data to the individual Academy Directors from the LEAP, iLEAP and ITBS assessments. The Academy Directors will work with their corresponding instructional staff to interpret the data and what it tells each teacher about his or her students' attainment of the knowledge and skills expected of

them at each grade level. The principal will work with the Academy Directors in identifying areas in which instructional staff need additional training or curricular or instructional areas that might need modifications so that appropriate professional development is engaged in the school to improve student learning.

Teachers will be trained on the administration; analysis and interpretation of results from the Edison Benchmark Assessments so that they are empowered to use this information on a timely basis to adjust instruction in their classrooms to meet identified student needs. As such, teachers are responsible for the collection, analysis and use of the data from the Benchmark Assessments.

Edison Schools will also be involved in the analysis of data, especially as it relates to evaluating the performance of AHWCS against other schools in its network. The principal and the Academy Directors will work with Edison central headquarters assessment staff to analyze curriculum and instructional methods should assessment data from the state-mandated assessments, ITBS and Edison Benchmarks show that overall changes may be necessary to meet the needs of our students.

14. **Provide the school's improvement plan for developing and implementing a corrective action plan, in the event student performance does not meet projected goals. Include in the response specific details regarding how the school will determine the need for corrective action and respond to the labels as assigned according to the State Accountability Plan.**

The Andrew H. Wilson Charter School has developed its academic goals in accordance with the state accountability system and will closely monitor its progress towards those goals. To the extent there is a discrepancy between student performance and the School's academic goals, AHWCS will take immediate action together with Edison Schools.

On an annual basis all students in the Edison system develop a student achievement plan which incorporates the School's historic achievement data and identifies strategies and action plans to move student achievement towards the School's annual targets. Within the student achievement plan framework there are opportunities to describe specific interventions including but not limited to leadership, personnel changes and adjustments and, in some cases, the introduction of supplementary programs as well as specific professional development interventions identified by school leadership to improve the implementation of the education program. More broadly, as a charter school, AHWCS has the opportunity to make personnel adjustments and modifications more rapidly than has been the case in traditional public schools. The Board expects and will require the Principal to evaluate teachers and identify poor performers, leading to the termination of those teachers who have unsatisfactory performance ratings.

School leadership in conjunction with the Edison Schools assessment personnel will monitor monthly Benchmark data to track the progress of interventions and student achievement plan strategies. The School will utilize Edison's Benchmark Assessments as an early warning system to identify signs of underperformance and as a springboard for intensive remediation. The Board will periodically be advised as to the status of student performance on Benchmark Assessments.

**15. Provide the school's policy and plan for reporting, at the end of each semester, student performance goals and attainment to parents, community, local school board and BESE.**

Edison Schools, working closely with the Andrew H. Wilson Charter School Principal, will prepare semester reports indicating progress towards student performance goals to the following constituencies: parents of students enrolled in the school, the School's Board of Directors and BESE. Reports will be submitted to these stakeholders by the appropriate deadlines to ensure compliance. As per the Louisiana Public Records Law, the reports will be provided to members of the community upon request. Reports may also be made available on the School's or nonprofit's website.

The reports will include, but not be limited to, the following performance outcome areas that are delineated in the School's accountability plan:

- Results on internal standardized assessments
- Results on Louisiana State standardized assessments
- Student Attendance Rates
- Financial Performance
- Staff retention
- Parent Satisfaction

- 16. Provide the school's policy for promotion and graduation. If the school is serving 12<sup>th</sup> grade, please include details regarding high school graduation requirements.**

### **Mastery of Grade Appropriate Skills**

The following is a draft of the Andrew H. Wilson Charter School promotion policy. The Board, principal, and leadership team will finalize the policy prior to the School's opening. The finalized policy will comply with all applicable local and state requirements.

#### *A Clearly Defined Process*

It is Edison's belief that no child should be retained simply because a set of numbers dictate retention. It should always be the result of a thoughtful consideration of all the factors that contribute and impede academic success, particularly including a child's emotional and social development. It should always be the product of a partnership between school and home, between classroom teacher and school student support resources. And it should always be the product of clearly defined process begun in the first or second quarter of the school year.

This process and the student's performance is then monitored and adjusted throughout the year. If all measures have failed to support the child's academic and social growth, the classroom teacher, in consultation with parents or guardian and colleagues involved in the student's education, will make a recommendation to the principal for promotion or retention. Although consensus is the goal, the final recommendation is the teacher's and final responsibility for accepting that recommendation is the principal's.

The details of the process will comply with local and state procedural requirements and the preference of the school leadership team. But it will always include the following qualities:

- Published policy and procedures with stated criterion for identifying at-risk of retention students
- Individual action plans, including involvement of the school's FASST team, for supporting students at risk of retention
- Timeline for communication, intervention, review, decision-making
- Compliance with all state policies
- Early communication with and involvement of parents/guardian
- Teacher recommendation and principal decision

#### *The Best Interests of the Child*

The goal is to make sure that each child is responsibly served by a school's decision regarding his or her future. Edison's academic program and pedagogical commitment to differentiated instruction provides significant support for an educational environment that can serve the diverse needs of all children within their chronological peer groups. Therefore, that is always their first preference. Homogeneous ability level reading groups, in particular, allow instruction specifically targeted to each student's need level. Additional programmatic supports, depending on Academy level, include but are not limited to the option for ability level grouping in



mathematics, enlistment of the Family and Student Support Team on behalf of students at risk of retention, remedial support (*Open Court* tutors), and Special Edison Support (SES) team pull asides, where appropriate. These resources must not only be brought to bear in an intervention to ensure that all that can be done to support a child's educational advancement has been done; but should also provide supportive evidence for whatever decision will be made on behalf of the student.

#### *Policy 1*

1. The School will require that objective criteria be established at each academy for identifying students at risk of retention.
2. These criteria need to be consistent with the school's philosophy regarding promotion and retention and in full compliance with local and state educational laws and regulations regarding promotion and retention.
3. It is the School's responsibility to know and disseminate local and state laws and regulations regarding promotion and retention.
4. Acceptable objective criteria for identifying a student at risk of retention include: performance on state and district standardized tests, discipline referrals, and excessive absences and tardiness.
5. Criteria may vary, as is appropriate from Academy to Academy, but must be consistent in form and application within Academies.

#### *Policy 2*

1. The School will require early notification of parents/guardians when, according to objective criteria, a child's performance suggests promotion is at risk without significant improvement.
2. This notification must be documented and should result in a home-school conference that itself results in a written and co-signed intervention plan on the student's behalf.
3. Mid-quarter progress reports and conferences are appropriate times for official notification of parent/guardians that their child is at risk of retention—this is not to suggest that classroom teachers or other school officials have not had earlier formal or informal conversations regarding a child's performance. In fact, the assumption is that they have had such conversations and this notification merely constitutes the first formal notice of the student's at risk situation.

#### *Policy 3*

1. Students should benefit from the earliest possible intervention to ensure that all appropriate measures and resources, including but not limited to FASST, are brought to bear in support of the student's efforts to remove himself or herself from risk of retention.
2. All relevant interventions used to avoid the necessity of retaining a student should be documented with supportive evidence.

#### *Policy 4*

1. No child with disabilities or with Limited English Proficiency should be retained solely as the result of a disability or as consequence of limited English proficiency.
2. Federal, state, and local regulations, exemptions, and waivers must be followed.

#### *At-Risk of Retention Criteria Recommendations*

Below are academy specific recommendations for criteria for identifying students at risk of retention. They are recommendations, not requirements.

#### Primary Academy

The School believes that students not be retained in grades K-2 unless a classroom teacher and school principal make a compelling case that the student's physical and emotional maturity are responsible for poor academic performance. Criteria used to identify students at risk of retention should include performance on standardized reading-language arts and mathematics tests, and *Open Court* reading assessments.

#### Elementary Academy

Edison believes that retention be considered only for students who evince below standard performance in reading and mathematics of more than a full grade level, as demonstrated on standardized test scores, and grade reports, and *Open Court* assessments. Students performing two or more grade levels below their chronological grade level in reading or mathematics and one or more other core area may also be considered to be at risk of retention.

#### **Compliance with the state's accountability system and testing programs**

Any finalized promotion policy that the School adopts will acknowledge and comply with the state's accountability system and testing programs as they relate to promotion at certain grade levels.

**17. Describe the professional development standards and opportunities that will be offered to teachers and staff.**

- a. Indicate the lead person responsible for developing, implementing and evaluating professional development plan.**
- b. Provide a schedule for ongoing professional development and planning that will take place prior to school opening include teacher's typical weekly schedule and opportunities for teacher collaboration.**
- c. Describe how the proposed professional development will include and support both general and special education teachers.**
- d. Explain how the professional development program is aligned with the school's pedagogy and curriculum.**
- e. Articulate how the professional development program will be evaluated to assess its effectiveness and success.**

The most effective professional development is based on the needs of the teachers, is ongoing, and is supported by instructional leaders at the school. Edison's professional development program is designed, implemented, and supported by the directors of Edison's national Teacher and Leadership Centers of Excellence who regularly consult the field support staff, school-based staff, and experts in professional development to ensure the training program is consistently meeting the needs of our schools. The teacher's professional development program will support the Louisiana Strategies for Effective Teaching and ensure teachers are equipped to employ the best methods to motivate and educate their students.

Professional Development, "PD," occurs through a number of venues including national conferences, site-based training, and daily professional development. National conferences include national start-up Leadership Team Training, Edison Leadership Development Academy and the Instructional Leadership Conference. Site-based training includes a five-day Start-Up Teaching Academy and regularly scheduled PD's throughout the first year lead by the Andrew H. Wilson Charter School field support staff. Through the use of professional growth plans school staff will be encouraged to identify their own areas of growth and to document their success in improving on those areas. The school builds professional development into its annual plans for student achievement and the Principal will ensure that professional development is an ongoing activity and is considered a priority within the building.

Perhaps the most powerful professional development happens in daily House Team meetings attended by all professional staff. This time allows teachers to build professional learning communities by collaborating with their house team members. The house teams are lead by Lead Teachers who work closely with the Principal and Achievement Vice President to establish team priorities and to secure resources and support, ensuring this time is meaningful for all team members.

The Edison Schools professional development program offers ongoing support to all instructional staff ranging from the new teacher to the seasoned professional. Special area teachers and Special Education staff all benefit from Edison's Professional Development offerings at national venues and local training. Training for special educators includes sessions in co-teaching, responsible inclusion, meeting the needs of all learners, and differentiation. In addition to curriculum and instruction training, key leadership staff are afforded the opportunity to attend specialized training tailored to their specific area of responsibility. The professional development program offers a systematic approach of continual support throughout the year. This support is offered at the national, regional and site level. Edison Schools provides direct training to teachers, school leaders, and other professional staff. This training will be prevalent during a school's start-up year, continues throughout subsequent years and is built around the individual needs of the school.

In order to support all learners, regular education teachers receive training in supporting English Language Learners, differentiation, the FASST process, and responsible inclusion. School leaders also attend sessions at Edison Leadership Development Academy (see description in next section) on Differentiation and Planning for Every Learner. Recognizing the key role the Special Education Coordinator plays in the school, the Coordinator is invited to attend the Instructional Leadership Conference on a yearly basis to receive additional training in supporting the special education program at the site.

The intentional focus of the Start-Up Teaching Academy is to prepare teachers to get off to a strong start, therefore the content is focused on preparing teachers to deliver the instructional programs selected for the school. Teachers receive 2 days of reading program training, 1 day of math program training, and a half day each of science and social studies program training. The entire teaching staff also receives training in creating an intentional and responsive learning environment. This two-day training covers such topics as Morning Meeting, Establishing Procedures and Routines, Character Education, and Creating a Classroom Management Support Plan.

Effective evaluation of any professional development opportunities is based on Kirkpatrick's Four Levels of Evaluation: 1. Reactions 2. Learning 3. Transfer 4. Results. We will evaluate the reaction to the workshops through the use of an evaluation form. The information from these forms will be compiled and common concerns will be used to identify areas in need of revision. We will determine the amount of learning that has occurred through the use of pre-and post-assessments at the training event. Level 3 requires us to answer the following question, "Has the learner changed his or her behavior as a result of the training?" To evaluate training impact at this level, the principal, in conjunction with the national support staff, will establish the expected outcomes at the conclusion of each training session and will clearly describe the instructional practices they expect to see in classrooms as a result of the training. This will be followed up with classroom observations, evaluation and feedback that will help to determine the level of implementation. The final level of evaluation is, of course, results that will be tracked through the use of discipline and achievement data.

### **Training for School Leaders**

This training for the school will begin in the pre-opening summer of its first year with Edison Leadership Team training. The Principal and four leaders will attend sessions as a team in this very interactive conference designed to both introduce teams to the systems and routines that support student achievement and to help teams begin to plan the work that will take place at their school throughout year one. Sessions include: Student Achievement Planning, Building the Vision, Team Skills, Developing Leaders, Creating an Inspiring Culture, Leading Peers, Edison 101, and Empowering Your Leadership Team. (See Exhibit 9 *Edison Leadership Team Training* for ELTT Session Descriptions.)

In subsequent years, the principal will attend the Edison Leadership Development Academy (ELDA). ELDA is an ongoing series of professional development opportunities. These conferences, held three times a year, allow networking among Edison Principals while at the same time providing timely sessions in topics of interest to the entire Edison community. The first year of summer ELDA Principals attend the following foundation courses that will provide a common level of understanding on which future sessions are built: Curriculum & Instruction, Data Driven Decision Making, Understanding Your Leadership Style, and Supervision and Evaluation. Summer ELDA beyond year one builds on the following four strands that encompass the variety of skills and knowledge a principal will need to possess: 1. Instructional Excellence, 2. Builder of School Culture, 3. Building Leadership Skills, and 4. Site-Based Management. (See Exhibit 10 *ELDA Sessions* for ELDA Session Descriptions for representative list of sessions offered at recent ELDA Conferences.)

We believe shared leadership throughout the school is critically important to the success of a school. Therefore, a key component of the Edison Professional Development program is to prepare and support teacher leaders within the building through a national venue, the Instructional Leadership Conference. The focus of this conference is to build the leadership capacity of teacher leaders including Leads and Curriculum Coordinators. The areas of focus include subject area expertise, creating and supporting professional learning communities, mentoring and coaching, and maximizing your leadership style. Two conferences will be held yearly, one with a focus on teacher leadership, reading and math, and one with a focus on science, social science, and special education. (See Exhibit 11 *Instructional Leadership Conference* for session descriptions of ILC Conferences.)

### **Training for Teachers**

Teachers who are new to schools must be trained in school expectations, Learning environment, and curriculum programs. Because the most effective teacher training needs to be introduced and supported in a systematic way, our first year training of new teachers is a comprehensive calendar that is developed jointly by the school and its Achievement VP based on a list of prioritized sessions. Summer training prior to the start of school will consist of a minimum of 2 days of reading, 1 day of math, 1 day for science and social science, and two days for learning environment training. The learning environment training is focused on helping the school build a positive and intentional environment for students. (See Exhibit 12 *Edison Teaching Academy* for list of LE modules and session descriptions for Edison Teaching Academy.)

## **Ongoing Training**

In addition to conferences and on-site training sessions, Edison Schools will provide an extensive planning and support structure that enables each site to develop its own internal capacity for sustaining ongoing professional development. This program aims to help schools assess the professional needs of staff and to work with the school to ensure those needs are met. In addition to regular professional development days scheduled throughout the year, an intentional schedule design will help the school realize daily 45-minute periods for teams to meet in professional communities. The lead teacher will work with the principal, leadership team, and Edison support staff to design professional development to be used during these PD periods. In addition to these more formal forms of Professional Development, ongoing mentoring, coaching, and support will be provided on site through regular visits by the school's national support staff. (See Exhibit 13 *Year One Onsite Training* for sessions delivered to schools during the first year.)

Edison expects the professionals in each of its schools to accept the responsibility for ensuring the academic success of all students both individually and collectively. Therefore, professional development will occur on both the individual and school levels. Teachers at the school will create individualized professional growth plans intent on improving their practice. These professional growth plans will be focused on five areas: Partnership with Families, Building the Learning Environment, Integrating Technology, Student Achievement, and Implementing the Core Curriculum. The lead teachers and senior teachers will work with individuals to reach their plan's objectives. Each teacher will also create a professional portfolio that documents his or her growth in each of these areas that will be reviewed on an annual basis by the building leadership. In addition to individual professional growth, each house team will, as a unit, assess its common professional development needs and work together to meet those needs. (See Exhibit 14 *Professional Growth Plan* for copy of professional growth plan.)

<i><b>Conference &amp; Timeframe</b></i>	<i><b>Areas of Focus</b></i>	<i><b>Attendees</b></i>
<i>Principal Training Spring 07</i>	<i>Key qualities of successful teachers and hiring strategies</i>	<i>Principal</i>
<i>ELTT July 07</i>	<i>Team Training</i>	<i>Leadership Team</i>
<i>Teaching Academy July 07</i>	<i>Curriculum, LE, Culture Building</i>	<i>All Staff</i>
<i>ILC I September 07</i>	<i>Teacher Leadership, Supporting Reading and Math</i>	<i>Lead Teachers, Reading Coordinators, Math Coordinators</i>
<i>ILC II October 07</i>	<i>Teacher Leadership, Supporting Science, Social Science, ELL, and Special Education</i>	<i>Science, Social Science, ELL and Special Education Coordinators</i>
<i>Fall ELDA November 07</i>	<i>Principal Leadership</i>	<i>Principal</i>
<i>Spring ELDA March 08</i>	<i>Principal Leadership</i>	<i>Principal</i>
<i>Summer ELDA Summer 08</i>	<i>Principal Leadership</i>	<i>Principal</i>

**18. Provide the school's Enrollment Policy. The Enrollment Policy should include the following:**

- a. Admission requirements, if any**
- b. Dates for application period (minimum 30 days)**
- c. Enrollment deadlines, lottery date(s) and procedures, waitlist and re-enrollment procedures**
- d. A marketing and recruitment timeline and plan**
- e. Sample enrollment forms and recruitment flyer.**

*Admission Requirements*

The Andrew H. Wilson Charter School will abide by all applicable law related to student admissions. It will not exclude students based on race, religion, gender, ethnicity, national origin, intelligence level as ascertained by an intelligence quotient examination or identification as a child with an exceptionality as defined in R.S. 17:1943(4) or any other basis that is not permitted by applicable law. The School will be nonsectarian in all respects, and will comply with state and federal laws applicable to public schools concerning church-state issues. In accordance with charter school law, AHWCS will not charge tuition.

All students who are legal residents of Orleans Parish or are otherwise eligible under law to attend a Type 5 charter school within it are eligible for admission to AHWCS. It is our understanding that under Section 3973(2)(v)(aa) of the Charter Law, if AHWCS is ultimately housed at the pre-existing Andrew H. Wilson Elementary School or any other pre-existing public school facility, all students who had attended the pre-existing public school facility will be given priority to enroll in the AHWCS. Second priority will be given to siblings of students already enrolled in AHWCS (AHWCS defines "siblings" as children related by birth—having the same mother and/or father—or legal adoption *and* living in the same household within the school's jurisdiction). All applicants, even those students who will receive priority admission as described above, must fill out and submit an application form within the application period in order to be eligible for admission.

*Dates for Application Period*

Assuming AHWCS receives its charter by the date BESE has indicated it would conditionally approve charters—February 15, 2007—the application period for the school would begin at the point. In order to ensure sufficient time to blanket the community with information about the AHWCS and disseminate applications to as large a catchment area as possible within the Orleans Parish, including the outreach to children and families who are homeless and living in transitional housing, the School intends to have a 45 day application period with a deadline for applications being on or about April 1, 2007.

*Enrollment Deadlines, lottery date(s) and procedures, waitlist and re-enrollment procedures.*

After the application period, which will end on or about April 1, 2007, AHWCS will automatically admit those applicants who had attended the pre-existing Andrew H. Wilson Elementary School and any siblings of those students who have also submitted a timely application to the school, if there are insufficient seats for all siblings, they will receive priority in an ensuing lottery. If seats remain in the grade levels that AHWCS will serve and there are more applicants than seats available, those seats will be filled through a random selection process, or lottery. The lottery will be held seven



days after the end of the application period. A disinterested party will draw the names of the winners and waitlist in a public setting witnessed by outside observers in order to prevent any question of favoritism in the selection process.

All applicants who submitted a timely application within the application period and meet residential requirements are eligible to be entered into the lottery. These applications will be separated by grade and entered into the lottery. A drawing of names by grade will continue until all spaces are filled. Any eligible siblings of students who receive a seat through lottery who have also been entered into the lottery will receive an automatic seat in the school, space permitting. Names will continue to be drawn after all available spaces have been filled in order to form a priority-ranked, enrollment waiting list. This waiting list will be the only official, legal document identifying the names of grade eligible students with applications to the charter school pending acceptance for the subsequent school year, or when vacancies arise, based upon the order of random selection from the lottery. The waiting list will be maintained until the end of the school year for which the lottery was drawn. All families will be informed of their particular lottery and waitlist results within one week of the lottery drawing.

The waitlist will remain valid until the end of the school year for which it was drawn. When a space in the School becomes available in a grade, the parent of the first student on the waiting list will be contacted by phone and by mail and be given a set period of time to respond (7 business days) to accept the seat. If the space is declined, the next person on the list will be contacted.

*Marketing Recruitment Timeline and Plan*

Activity	Dates
<p>Disseminate Information on the Planned AHWCS</p> <ul style="list-style-type: none"> <li>• Advertisements in local newspapers and local media outlets</li> <li>• Outreach to community-based organizations, pre-schools, churches and houses of worship, youth organizations, etc.</li> <li>• Presentations to community groups</li> <li>• Flyers posted visibly throughout the community</li> <li>• Implement a “door” to “door” outreach campaign including personal outreach to families living in transitional housing (motels, hotels, campgrounds, FEMA trailers, homeless shelters)</li> <li>• Post on nonprofit website and/or school website</li> </ul>	Present-March 31, 2007
Collect names and contact information for all interested families	Present-March 31, 2007
Send enrollment application to mailing list	February 15, 2007-March 31, 2007
Post application on nonprofit website and/or school website	February 15, 2007-March 31, 2007
<p>Make Available Enrollment Application for AHWCS and Publicize Application Period in</p> <ul style="list-style-type: none"> <li>• Local newspapers and local media outlets</li> <li>• Community-based organizations, pre-schools, churches and houses of worship, youth organizations, etc.</li> <li>• Open Houses for the school</li> <li>• Places of businesses</li> <li>• A “door” to “door” outreach campaign including personal outreach to families living in transitional housing (motels, hotels, campgrounds, FEMA trailers, homeless shelters)</li> <li>• Post on nonprofit website and/or school website</li> </ul>	February 15, 2007-March 31, 2007
Maintain a filing system of applications received and enter applicant data on a computerized database	February 15, 2007-March 31, 2007

Activity	Dates
<p>Accept students who submit a timely application and who meet stated preference criteria:</p> <ul style="list-style-type: none"> <li>• Students previously enrolled in the former Andrew H. Wilson Elementary School</li> <li>• Siblings of the above-referenced students</li> </ul>	February 15, 2007-March 31, 2007
If space remains after the above-referenced students receive seats, conduct student lottery.	On or about April 7, 2007
Send out acceptance packages to all families of students given admission preference or who have been selected in the lottery.	On or about April 14, 2007
Send out letters notifying all parents whose children are on the waitlist, their number on the waitlist and the procedures by which they will be notified if they are chosen off of the waitlist.	On or about April 14, 2007
Ongoing communication via mailings and Open Houses with families of children accepted into the school. Mailings will include required paperwork families will need to fill out for their children (Acceptance Form, Admission Form, Free and Reduced Lunch Form, McKinney Vento Enrollment Form, School Records Release Form, Emergency Contact Form, Medical Examination Forms, Vaccination Forms)	April 14, 2007-August 30, 2007
If parents decline the seat for their child, students will be taken off the waitlist in the order that they were selected, their parents notified of their selection and given admission information for their child. This process is expected to continue through the summer and as needed through the course of the school year.	April 14, 2007-June 2008

*Sample Enrollment Application Form*

Please mail completed form to:

**Andrew H. Wilson Charter School  
Student Application  
(please print legibly)**

**Broadmoor Charter School Board  
4505 South Claiborne Avenue  
New Orleans, LA 70125**

Application Deadline: April 1, 2007  
All applications must be received by our office  
by 5 p.m. on April 1, 2007 in order to be eligible  
to be entered into the lottery.

**Parent/Guardian Information**

First & Last Name \_\_\_\_\_

Street Address \_\_\_\_\_ Apartment # \_\_\_\_\_

City, State, Zip Code \_\_\_\_\_ E-mail \_\_\_\_\_

Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_

Cellular Phone or Pager # \_\_\_\_\_ Parish of Residence \_\_\_\_\_

How did you hear about our school? \_\_\_\_\_

**Student Information**

First & Last Name of Student Applicant \_\_\_\_\_

Gender of Child (circle one):                      Boy                      Girl

Child's Birthday: Month \_\_\_\_\_ Day \_\_\_\_\_ Year \_\_\_\_\_

*Optional Questions?*

Does your child have an IEP? Yes \_\_\_\_\_ No \_\_\_\_\_

What is your child's race? Black (non-Hispanic) \_\_\_\_\_ Hispanic \_\_\_\_\_ White (non-Hispanic) \_\_\_\_\_  
Asian or Pacific Islander \_\_\_\_\_ Native American \_\_\_\_\_ Other \_\_\_\_\_ (please indicate)

In September 2007, my child is scheduled to be in (circle one): K    Grade 1    Grade 2    Grade 3    Grade 4    Grade 5

**Previous Schooling Information**

Please list all pre-Kindergarten, Kindergarten and elementary programs your child has attended:

Name of School/Program	Year(s) Attended	Location

(Andrew H. Wilson Charter School Application, page 2)

**Other Children in Household**

Please list all children in household and his/her relationship to the student applying. Please also indicate if any of the other children are applying to Andrew H. Wilson Charter School (**NOTE: YOU MUST SUBMIT A SEPARATE APPLICATION FOR EACH CHILD APPLYING**):

Name (First, Last)	Boy/Girl	Date of Birth (MM,DD,YYYY)	Grade in September, 2006	Relationship to Applicant	Applying to BCSE? Yes/No

## ATTENTION PARENTS!

### ANDREW H. WILSON CHARTER SCHOOL

The mission of the Andrew H. Wilson Charter School is to provide a challenging, enriching and meaningful curriculum that educates, nurtures and respects the individual student and the diverse community of learners in an environment that is safe and conducive to learning. We believe in providing students with the tools necessary to meet high academic expectations and achieve academic success, thus building the skills and confidence they need to become intelligent, ethical, responsible, civic-minded adults.

The Andrew H. Wilson Charter School is *now* accepting applications for children who will enter Kindergarten through Grade 5 in September 2007. (An application is on the reverse side of this flyer) To receive additional applications or if you have any questions, please e-mail the Broadmoor Charter School Board at [connieyeaton@cox.net](mailto:connieyeaton@cox.net).

- ❖ The Andrew H. Wilson Charter School is a **free** public charter school serving grades K-5 in the 2007-08 school year. All children living in the Orleans Parish are eligible for admission.
- ❖ The Andrew H. Wilson Charter School is in partnership with Edison Schools Inc.
- ❖ The Andrew H. Wilson Charter School will have an extended day and year and will offer a rigorous academic curriculum focusing on Reading, Math, Science, Social Studies as well as Physical Education and the Arts.
- ❖ The Andrew H. Wilson Charter School will focus on **college preparation** even at the earliest of grades.
- ❖ The Andrew H. Wilson Charter School will have **high expectations** and **high standards**.
- ❖ The Andrew H. Wilson Charter School will have no more than **25 students in each class** **Grades 1-5** and no more than **20 students in each Kindergarten class**.
- ❖ Students will be accepted through a **lottery drawing** in mid-April, 2007.

19. Complete the chart below and provide a copy of the proposed school's calendar in the first year of operation. Also include a sample daily calendar.

<i>First Day of School:</i>	Thursday, September 6, 2007
<i>School Day End Time:</i>	4:00pm
<i>Hours in school day:</i>	8 hours
<i>Number of Instructional Minutes per day:</i>	375 minutes (exclusive of lunch, morning meeting and transition time)
<i>Number of Instructional School Days per year:</i>	186 days
<i>Number of Before School Hours devoted to academics:</i>	none
<i>Number of After School hours devoted to academics:</i>	none
<i>Number of days devoted to staff development during school year:</i>	3 days
<i>Number of days devoted to staff development prior to school opening:</i>	4 professional development days, 3 planning days

The proposed calendar for the School's first year of operations is as follows:

<b>School Calendar</b>	
August 27 – 30, 2007	Professional Development for Teachers
August 31, September 4-5, 2007	Teacher Planning Days
September 6, 2007	First Official Day of School
October 25, 2007	Parent/Teacher Conferences 4-7pm
November 7, 2007	School Closed - Professional Development for teachers
Nov. 21 - 23, 2007	Thanksgiving Break
Dec. 24, 2007 – Jan. 4, 2008	Christmas Break
Jan. 9, 2008	Parent/Teacher Conferences 4-7 PM
Jan. 10, 2008	School Closed – Professional Development for teachers
Jan. 21, 2008	School Closed-Martin L. King, Jr. Birthday Observance
Feb. 4– Feb. 6, 2008	School Closed – Mardi Gras
Mar. 20 – Mar. 26, 2008	Spring Break
Apr. 3, 2008	Parent Teacher Conferences 4-7 PM
Apr. 4, 2008	School Closed - Professional Development Day for teachers
May 26, 2008	School Closed – Memorial Day
June 27, 2008	Last Day of School
June 30, 2008	Teacher Last day

A sample daily schedules for each House follows. During teacher “Plan” and “PD” times, students are in a Specials class. In House 1 and House 2, students will take Physical Education, Art and Music. Fourth and fifth grade students in House 3 will have a foreign language in addition to Physical Education, Art and Music.

## House 1 K and First

GRADE-SECTION		K-1	K-2	K-3	1-1	1-2	1-3
PER 0	8:00 - 8:30	MORN MTG	MORN MTG	MORN MTG	MORN MTG	MORN MTG	MORN MTG
PER 1	8:35-9:20	Reading	Reading	Reading	Reading	Reading	Reading
PER 2	9:20-10:05	Plan	Plan	Plan			
PER 3	10:10-10:55	Reading	Reading	Reading	Plan	Plan	Plan
PER 4	10:55-11:25	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
PER 5	11:30-12:30	Math	Math	Math	Math	Math	Math
PER 6	12:35-1:20	Writing	Writing	Writing	Writing	Writing	Writing
PER 7	1:25-2:10	Science	Science	Science	Science	Science	Science
PER 8	2:15-3:00	PD	PD	PD	PD	PD	PD
PER 9	3:05-3:50	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
	3:50-4:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal



## House 2 Second and Third

	TEACHER						
GRAD - SECTION		2-1	2-2	2-3	3-1	3-2	3-3
PER 0	8:00 - 8:30	MORN MTG	MORN MTG	MORN MTG	MORN MTG	MORN MTG	MORN MTG
PER 1	8:35-9:20	Reading	Reading	Reading	Reading	Reading	Reading
PER 2	9:20-10:05						
PER 3	10:10-10:55	Writing	Writing	Writing	Writing	Writing	Writing
PER 4	10:55-11:25	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
PER 5	11:30-12:30	Math	Math	Math	Math	Math	Math
PER 6	12:35-1:20	PD	PD	PD	PD	PD	PD
PER 7	1:25-2:10	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
PER 8	2:15-3:00	Science	Science	Science	Science	Science	Science
PER 9	3:05-3:50	Plan	Plan	Plan	Plan	Plan	Plan
	3:50-4:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

### House 3 Fourth and Fifth

GRADE-SECTION		4-1	4-2	4-3	5-1	5-2	5-3
PER 0	8:00 - 8:30	MORN MTG	MORN MTG	MORN MTG	MORN MTG	MORN MTG	MORN MTG
PER 1	8:35-9:20	Reading	Reading	Reading	Reading	Reading	Reading
PER 2	9:20-10:05						
PER 3	10:10-10:55	Plan	Plan	Plan	Writing	Writing	Writing
PER 4	11:00-11:45	Writing	Writing	Writing	Plan	Plan	Plan
PER 5	11:45-12:15	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
PER 6	12:20-1:20	Math	Math	Math	Math	Math	Math
PER 7	1:25-2:10	PD	PD	PD	PD	PD	PD
PER 8	2:15-3:00	Science	Science	Science	Science	Science	Science
PER 9	3:05-3:50	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
	3:50-4:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

**Question 20 Provide details regarding how the school will develop a climate and culture that is supportive and reinforces the school's mission and philosophy**

The Andrew H. Wilson Charter School will foster a school culture and environment that expects and demands excellence of all its students, no matter what their socioeconomic or ethnic background happens to be, and provides our teachers and students with the tools and resources necessary to meet these expectations for achievement. This is one of our key guiding principles; therefore, it is incumbent upon us to ensure that all that is done in the School will be to support excellence from our students. Our School's clearly defined values and norms, school uniforms, consistent discipline policy and high expectations in every aspect of school life are components of our school culture which will support excellence. Often, people who work with low-income children in urban areas have very low expectations of their students' abilities to achieve academic success. They further have low expectations for their students' abilities to conduct themselves in an appropriate manner necessary for learning. At AHWCS, those attitudes will not be tolerated. We believe children rise to the level of expectations set for them. At AHWCS, our students will be a part of a culture that provides them with the environment and resources necessary for them to meet and exceed our high expectations.

**a. Describe any extra and co-curricular activities that will be implemented to enhance the school's philosophy**

It is the Board's belief that the primary purpose of any charter school must be to increase student achievement. While there are many things we might like to do to enhance the School, including a robust set of extra-curricular offerings, the Board is mindful of the fact that we cannot do everything we might like, and that we need to focus our resources, staff, and energy on those components which are most likely to lead to student achievement gains. Given the resource demands of the proposed academic program and the budgetary realities of starting a new charter school from scratch, the Board does not anticipate offering any extracurricular activities during the first year of the charter. Looking forward, however, the Board is amenable to partnering with outside entities to offer extracurricular programs which are aligned with the School's mission, vision, and founding principles and which will support a high achieving school with a results-oriented culture. In addition, the Board will welcome the opportunity to work with community members interested in sharing their talents through programs and activities that support the School's curriculum during the course of the school day. These programs include, but are not limited to, community service and service-learning opportunities, guest speakers and presenters, and programs in the visual and performing arts

**b. If the charter school would implement a dress code policy, provide such a policy including a description of how the cost of any uniform would be covered for parents unable to afford them**

At AHWCS, all students will be asked to wear simple uniforms, as defined by the school leader. It is the Board's belief that school uniforms will permit students to focus their attention on academic achievement. The School will seek the cooperation of parents to ensure that students are in the appropriate attire each day and that the clothing is neat and clean. Failure to follow the dress code will result in consequences consistent with the discipline policy of the school.

This may include contacting parents to bring the necessary items to school before students are admitted to class. In addition, all students will be expected to practice good hygiene

The Board will allot funding in its annual budget for the provision of some items of the school uniform for students unable to afford them. Also, Edison Schools will work with the School and the community to acquire appropriate clothing that such students might use for a school uniform. In addition, the school leader will provide information on financial assistance and/or referral to community social service groups for parents unable to afford to replace lost or worn items.

- 21. Attach the charter school's student discipline rules and procedures for regular and special education students. Provide your school's plan for suspension or expulsion; include the procedures and policies for implementing alternative instruction.**

## **CODE OF CONDUCT AND DISCIPLINE POLICY AND PROCEDURES**

### **I. Introduction**

The Board of the Andrew H. Wilson Charter School is committed to creating and maintaining a positive learning environment that encourages cooperation, fosters creativity, and nurtures students in taking the risks involved in learning. Such an environment is one in which students; parents, teachers, and administrators model the values inherent in the School's mission. As a result, the learning environment is safe, orderly, and conducive to learning for all members of the community. The Board recognizes the need to clearly define the expectations for student conduct, identify the possible consequences for unacceptable conduct, and to ensure that, when necessary, discipline is administered promptly and fairly. Accordingly, the Board adopts this Code of Conduct and Disciplinary Policy and Procedures (the "Code").

Students need to be consistently reminded that their behavior directly impacts the learning environment of the school and that they make a difference in the school climate by upholding the Code. The Code establishes clear operating principles to help students understand expected behaviors. Teachers teach and consistently reinforce the Code as part of their daily classroom program. At the beginning of the school year, class meetings will be held to provide students with opportunities to discuss and restate the Code in terms relevant to their classroom rules and routines, thus helping to make the Code their own. Parents are asked to support the Code by helping to explain its meaning and importance to their children so that they will choose to behave in appropriate manner.

### **II. Definitions**

For purposes of the Code, the following definitions apply:

"Parent" means the parent, guardian or person in parental relation to a student.

"School function" means any school-sponsored or school-affiliated event or activity, whether held on School property or elsewhere.

### **III. Student Rights and Responsibilities**

A. Student Rights. The school is committed to safeguarding the rights of all students. All students also have the right:

1. To have an opportunity to take part in all school activities on an equal basis.
2. To be free from discrimination based on age, race, religion, color, national origin, sex, sexual orientation, or disability in the application of federal or state laws or Board policies.

3. To present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
4. To be informed of school rules and, when necessary, receive an explanation of those rules from school personnel.

B. Student Responsibilities. The following are expected behaviors for students:

1. Respect yourself.
  - a) Work hard to stay on task.
  - b) Do your best work.
  - c) Be truthful and honest.
2. Respect your teachers.
  - a) Raise your hand to speak.
  - b) Work cooperatively.
  - c) Follow directions.
  - d) Use only acceptable and courteous language.
3. Respect your fellow students.
  - a) Support others in their learning.
  - b) Keep your hands, feet and objects to yourself.
  - c) Do not tease, curse, belittle, engage in deliberate attempts to embarrass or harm other students, threaten or fight with others, or engage in name-calling.
4. Respect your building.
  - a) Walk quietly in the hallways.
  - b) Help keep the school clean and tidy.
  - c) Spread good news about your school.
5. Participate fully in the learning process.
  - a) Report to school and to all scheduled classes regularly and on time.
  - b) Remain in classes until excused.

c) Pay attention to instruction.

d) Complete assignments to the best of your ability and request help when it is needed

6. Dress appropriately.

#### **IV. Detention, Search and Seizure**

A. Property assigned to students and staff by the school, including lockers, desks, computers and other storage places, remains the property of the School. It is also important to note that students have no expectation of property in the electronic communication they engage in, including instant messaging. Students and staff have no reasonable expectation of privacy with respect to these places and School officials retain complete control over them. Student and staff lockers, desks, computers and other school storage places may be subject to search at any time by School officials, without prior notice and without the student or staff member's consent.

B. The Principal shall place a sign, clearly visible to students and staff and in a prominent location(s) within the School, which contains the following text:

##### **Notice to Students and Staff**

Lockers, desks, computers and other storage places are the property of the School and School officials retain complete control over these areas. Students and staff have no reasonable expectation of privacy in these places. School authorities may search lockers, desks and other storage areas at any time, without prior notice and without the student or staff member's consent.

C. Any instructional or administrative staff member is authorized to temporarily detain and question a student under circumstances which reasonably indicate that the student has committed, is committing, or is about to commit a violation of Federal or State law or regulations or School policy or procedures or the Code. No student shall be temporarily detained longer than is reasonably necessary.

D. The Board authorizes the Principal or his/her designee to conduct searches of students and their belongings if there is a reasonable suspicion that the search will result in evidence that the student violated the law, School policy or the Code .

E. Before searching a student or the student's belongings, the authorized School official should question the student regarding whether he/she possesses physical evidence indicating that he/she violated the law, School policy or the Code, and attempt to obtain voluntary consent to the search from the student. If consent is not obtained, but reasonable suspicion exists, the search may proceed. Searches will be limited to the extent necessary to locate the evidence sought. In the event the search reveals evidence-giving rise to reasonable suspicion of other violation(s), the search may proceed both with respect to the original violation and with respect to the other violation(s). Subject to I, below, school authorities shall confiscate and retain evidence that is discovered.

F. The Principal or his/her designee may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

G. Realizing the intrusive nature of a search which requires a student to remove any clothing, other than outer clothing (i.e., a coat or jacket), such searches by school officials are strictly prohibited in the absence of the belief that failure to conduct an immediate search poses an imminent danger to health or safety. If the Principal believes that such a search is necessary, the Principal will notify the appropriate law enforcement authorities and will have the search conducted by those authorities unless it is believed that to wait for the arrival of those authorities would place person(s) or property at risk of substantial harm.

H. Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

I. Stolen or illegal property shall be given to law enforcement authorities, when appropriate.

## **V. Prohibition on Drug, Alcohol and Other Illegal Substances**

A. The use, possession, sale, transfer or distribution of alcohol, drugs and other illegal substances or drug paraphernalia is strictly prohibited, except in accordance with the provisions of this Section concerning medications.

1. The term drugs and other illegal substances shall include, but not be limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, any of those substances commonly referred to as designer drugs. The term also includes prescription and nonprescription drugs.

2. This prohibition also applies to the use of any legal substance to attain a mood-altering effect and the possession of any equipment or device for preparing or taking drugs.

3. Possession includes but is not limited to:

a) Carrying the item; or

b) Storing the item in a space assigned to a student, such as a locker or a desk; or

c) Having the item under one's control, such as hiding the item in the building, or on school grounds, or



d) Voluntarily permitting another person to store the item in an assigned school space without reporting it to staff members.

B. Use or possession of prescription and nonprescription drugs on school property is not permitted except that medications, prescription and nonprescription, may be given to an individual designated by the Principal along with a written physician's direction and also written parental authorization to administer the medication to the student. Students are forbidden to take or administer any medication on School property. Only an individual designated by the Principal and only in accordance with a written parental authorization and written physician's direction will administer medication to a student.

C. Any person exhibiting behavior, conduct, or personal or physical characteristics indicative of having used or consumed alcohol, drugs and/or illegal substances, or any person whom school personnel have reasonable grounds to suspect has used alcohol, drugs and/or illegal substances, shall be prohibited from entering or remaining on or at school property or school functions.

D. Appropriate law enforcement officials and parents shall be promptly notified of any violations of this prohibition.

#### **VI. Prohibition on Smoking and Possession of Tobacco Products**

A. Smoking on school property or at school functions is strictly prohibited. The chewing of tobacco is also prohibited.

B. The use, sale, transfer or distribution of tobacco and/or smoking paraphernalia (including pipes) on school property or at school functions is strictly prohibited. In addition, students are strictly prohibited from possessing tobacco and/or smoking paraphernalia on school property or at school functions.

#### **VII. Prohibition on Weapons, Firearms and Dangerous Objects**

A. No person shall bring, possess, carry, transfer, display, store, touch or use any weapon, firearm or dangerous object on school property or at a school function.

1. Possession of a weapon, firearm or dangerous object includes but is not limited to:

a) Storing the item in a space assigned to a student, such as a locker or a desk; or

b) Having the item under one's control, such as hiding it in the building or otherwise on school property;

c) Voluntarily permitting another person to store the item in an assigned school space without reporting it to staff members; or

d) Retaining possession of an item given to one by another person.

2. Students determined to have brought a weapon to school, will, consistent with the requirements of the federal Gun Free Schools Act, be subject to a penalty of at least a one-year suspension from school, except as otherwise authorized or required by State or federal law.

3. The Principal shall refer any student, under the age of 16, who has been determined to have brought a firearm to the School to the parish attorney for a juvenile delinquency proceeding or to the appropriate authority for students fourteen or fifteen years of age who qualify for juvenile offender status; students over the age of 16 will be referred to the police. The Principal shall refer other violations of this prohibition to the law enforcement authorities as appropriate

4. Only authorized law enforcement officers may possess a weapon on School property.

#### **VIII. Notice: Prohibition and Zero Tolerance of School-Related Crimes**

A. The Board has zero tolerance for crimes, violence, weapons and drugs. This policy includes the reporting of delinquent acts and crimes occurring whenever and wherever students are under the jurisdiction of the School. Local law enforcement authorities shall be notified when a crime or delinquent act is committed on School property or at a School function. If the offense involves a student victim, school officials shall notify the victim and the victim's parents or legal guardian of the offense and that the victim may have a right to press charges against the offender. School personnel shall cooperate in any investigation or other proceedings leading to the victim's exercise of rights as provided by law.

#### **IX. Prohibition on the Use of Corporal Punishment**

A. Teachers and School staff are strictly prohibited from administering corporal punishment. Corporal punishment is defined as physically handling a student in any way to inflict punishment.

1. Prohibition of corporal punishment does not prohibit the reasonable use of physical force to:

- a) Protect oneself from physical injury;
- b) Protect another pupil, teacher or other person from physical injury;
- c) Protect the property of the school or others;
- d) Restrain or remove a pupil whose behavior is interfering with the orderly exercise of School functions, powers or duties, if that pupil has refused to comply with a request to refrain from further disruption.

2. Any student who believes that a staff member has used physical force in violation of the Code shall immediately report the incident to a teacher, the Academy Principal or the Principal.

## **X. Prohibited Student Conduct**

In the interest of safety and the good of the school community, the following behaviors are prohibited and students may be subject to disciplinary action, up to and including suspension and expulsion from school. The behaviors are prohibited at the School, on School property and School transportation as well as at School functions and School-sponsored activities. In addition, when student misconduct has occurred off School grounds and the student is not attending a school function, the student may be subject to disciplinary action if the misconduct is School related or indicates that the student's presence in School poses a danger to the health, welfare, and safety of other students.

### **A. Level I Offenses**

1. Running in hallways;
2. Misuse of hall pass;
3. Making unreasonable noise;
4. Insubordination: the refusal to obey the reasonable and lawful directions of school personnel and/or the failure to obey School, Academy, house, classroom, hall, bus, cafeteria or bathroom rules or codes of conduct. Insubordination may also be a Level II or a Level III offense;
5. Littering;
6. Using language or gestures, or making drawings or writings that are profane, lewd, vulgar, obscene or abusive;
7. Verbal Abuse: name-calling, racial or ethnic slurs, put-downs, teasing or derogatory statements or any other statements that disrupt the school program;
8. Refusal to Identify Self: refusing to show identification card and/or to give correct name when requested to do so by School personnel, or the use of another person's name or identity;
9. Gambling: participation in games of chance or skill for money or profit;
10. Unexcused absences from classes, lunchroom, study hall, homeroom and/or the School building;
11. Tardiness and/or failure to sign in at the office when tardy;
12. Violation of the computer use policy;

13. Other disruptive misconduct: any violation of a school rule not listed above, or any other conduct that disrupts or interferes with the educational process;
14. Threats of violence: words or actions that may threaten to do injury to another person or to property or that intimidates another person through fear for his/her safety or his/her property. No actual physical contact is necessary. Threats may also be Level II or Level III offenses;
15. Wearing clothing which contains messages, words or pictures or graphics which are lewd, vulgar, obscene, or offensive or which promote or endorse the use of alcohol or drugs or illegal substances or acts or threats of violence; wearing clothing which exposes a bare midriff or which is a halter or tube top; wearing clothing which is sheer or see-through; wearing a shirt or blouse which is low-cut or backless; wearing clothing so that any portion of underwear is exposed; wearing sagging pants; wearing inappropriately short shorts, skirts, dresses or jumpers; wearing outerwear (coats, jackets, boots, hats, etc.) after entering the school building; wearing any other clothing that is disruptive of the educational process; wearing any clothing that causes a danger to the student or others considering the activities the student is required to engage in at school;
16. Making false accusations;
17. Defamation, which includes making false or unprivileged statements or representations about an individual or group of individuals that harm the reputation of the person or the group;
18. Failure to report for detention;
19. Failure to report to the office as directed;
20. Acting in a disrespectful manner toward students or staff;
21. Creating a hazardous or offensive condition; or
22. Engaging in any willful act disruptive to the normal operation of the school community.

#### B. Level II Offenses

1. Fighting/Battery: physically striking another person directly or with an object, not including the use of a weapon, firearm or dangerous object, that does not rise to the level of violent conduct as defined in Level III;
2. Disruption during fire drill;
3. Loitering/Trespassing: being in or on School grounds without the permission of the administration;

4. Vandalism or intentional destruction of property: Intentional destruction of or defacing of property belonging to the School, rented by or on loan to the School, or property (including automobiles) of persons employed by the School or in attendance at the School;
5. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function;
6. Burglary, theft, robbery, larceny: stealing money or property.
7. Throwing objects and/or tipping over furniture;
8. Engaging in harassing conduct of any nature, including the use of race, color, creed, national origin, religion, gender, sexual orientation or disability as a basis for treating another in a negative manner;
9. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any School-sponsored activity, organization club or team;
10. Selling, using or possessing obscene material;
11. Committing any form of academic misconduct, including but not limited to, plagiarism, cheating, altering records or assisting another student in such misconduct;
12. Committing forgery;
13. Making verbal or physical threats of significant harm to another person;
14. Discharging a fire extinguisher without valid cause;
15. Violation of the prohibition on tobacco;
16. Conduct that endangers the safety, morals, health or welfare of others;
17. Aggravated disruption of the educational process (repeated, continuous, or extreme behavior);
18. Aggravated insubordination (repeated, continuous, or extreme behavior); or
19. Repeat Level I offenses.

#### C. Level III Offenses

1. Commission of any act of violent conduct. A student engages in violent conduct and is considered to be a violent student if (s)he:

- a) Commits an act of force or uncontrolled behavior targeted at a school employee or any other person lawfully on school property or at a school function.
- b) Commits an act of violence upon another student while on school property or at a school function.
- c) Violates the Prohibition on Weapons, Firearms and Dangerous Objects.
- d) Threatens, while on School property, to use any instrument that appears capable of causing physical injury or death.
- e) Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
- f) Knowingly and intentionally damages or destroys school property.

- 2. Provocation leading to physical aggression;
- 3. Violation of the Prohibition on Alcohol, Drugs or Illegal Substance;
- 4. Arson: the willful and malicious burning, or attempt to burn, any part of any building or any property belonging to, rented by, or on loan to the School, or property (including automobiles) of persons employed by the school or in attendance at the school;
- 5. Reckless endangerment: creating a situation of substantial danger to a person or to property under circumstances that the person acting knows or should know that such a danger is being created;
- 6. Extortion, coercion, blackmail: obtaining or attempting to obtain money or property (something of value) from an unwilling person or forcing or attempting to force an individual to act by either physical force or intimidation (threat);
- 7. Interference with or intimidation of School personnel: preventing or attempting to prevent school personnel from engaging in their lawful duties through threats, violence or harassment;
- 8. False alarms/bomb threats: activating a fire alarm system in any school building or on school property and/or reporting a fire, bomb or other catastrophe without cause or threatening to use a bomb or start a fire or other catastrophe;
- 9. Creation of any condition necessitating evacuation of pupils and/or staff from the building or causing the inability of the school to perform its functions;

10. Threat of major harm: words or actions that threaten significant injury or death to another person. No physical contact is necessary. The actual ability to implement the threatened conduct is not an element of a threat.
11. Significant harassment, including but not limited to unwelcome sexual advances, inappropriate touching, requests for sexual favors or other verbal or other offensive physical conduct (i.e. racial slurs, exposure, comments about physical characteristics);
12. Indecent exposure;
13. Violation of the civil rights of others;
14. Other illegal conduct: any school-related conduct that constitutes an offense under city, state, or federal laws;
15. Gross or continued insubordination (insubordination that substantially interferes with the educational process for other students or in which the offender continues to be insubordinate in the presence of others); or
16. Repeat Level I and/or Level II offenses.

## **XI. Reporting Violations of the Code and Crimes**

- A. Teachers shall inform the Principal of serious and/or persistent discipline problems. Instances of severely disruptive and/or unmanageable behavior shall be immediately referred to the Principal.
- B. All teachers must immediately report and refer a violent student to the Principal for a violation of the Code. A written report is to be prepared as soon as possible by the referring staff member. The Principal, upon receiving the referral, or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.
- C. The Principal must notify the appropriate law enforcement agency of those Code violations that constitute a crime and substantially affect the order or security of the school as soon as practical, but in no event later than the close of business the day the Principal learns of the violation. The notification may be made by telephone, followed by a letter mailed on the same day as the telephone call is made. The notification must identify the student(s) and explain the conduct that violated the Code and constituted a crime.

## **XII. Disciplinary Procedures and Penalties**

- A. Penalties. Students who are found to have violated the Code may be subject to the following penalties, either alone or in combination with one another:
  1. Verbal warning;
  2. Written warning;

3. Loss of privileges;
4. Written notification to parent;
5. Detention;
6. Suspension from transportation;
7. Suspension from school-related activities, including but not limited to athletic activities;
8. Suspension from social or extracurricular activities;
9. In-school suspension for five school days or less;
10. Short-term (five school days or less) suspension from school;
11. Long-term (more than five school days) suspension from school; and
12. Permanent expulsion from the School.

B. Except as set forth by law or in policy of the Board, as a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations. The nature of Level III offenses, however, will normally merit strong penalties, including the possibility of permanent expulsion.

C. Disciplinary action will aim to allow the child to remain in the school setting engaged in learning activities rather than out of school. However, in order to maintain effective learning conditions, it may be necessary to suspend the student's opportunity to attend school as a consequence of violations of the Code.

D. In determining the appropriate disciplinary action, the following factors will be considered:

1. The student's age;
2. The nature of the offense and the circumstances that led to the offense;
3. The student's prior disciplinary record;
4. The effectiveness of other forms of discipline;
5. Information from parents, teachers and/or others, as appropriate; and
6. Other extenuating circumstances.

E. Range of Penalties



1. Level I violations - Students who commit Level I offenses are subject to the penalties at XII A. 1-9. The teacher, the behavior interventionist, Coordinator of Special Services, or Principal, may impose the penalties in XII A 1-5. The Principal may impose penalties 6-9.

2. Level II violations - Students who commit Level II offenses are subject to the penalties at XII A. 1-11, and in the case of aggravated circumstances or repeated offenses penalties at XII A. 1-12. Only the Principal can impose penalties 6-9. Only the Principal or the Board can impose a short-term or long-term suspension or permanent expulsion.

3. Level III violations - Students who commit Level III offenses are subject to the full range of penalties at XII A. 1-12. The Principal or Board will determine the penalty for a Level III violation. The Principal or designee may impose only the penalties at XII A. 1-9. Only the Principal or the Board can impose a short-term suspension, a long-term suspension, or permanent expulsion.

a) In addition, any student who is found to have engaged in violent conduct, or who is repeatedly substantially disruptive of the educational process or repeatedly substantially interferes with a teacher's authority over the classroom, other than an act in violation of the Prohibition on Weapons, Firearms and Dangerous Objects, shall be subject to suspension from school for at least five school (5) days. The Principal has the authority to modify the minimum five-day suspension on a case-by-case basis.

b) A student found guilty of a violation of the Prohibition on Weapons, Firearms and Dangerous Objects may be subject to a penalty of at least a one-year suspension from school. Consistent with the federal Gun Free Schools Act, a student found guilty of bringing a weapon to School shall be subject to at least a one year suspension from school. However, after such penalties have been determined, the Principal will review the penalty and may modify such suspension on a case-by-case basis.

F. Interventions. The School seeks to engage students and to help students with behavior issues. Prior to or in addition to imposing the above penalties, school staff may attempt interventions which may include, but are not limited to, Daily Progress Sheets, Home Visits, Parent Conferences, Parent's On-Campus Monitoring of Child's Behavior, Referral to a Counselor, Referral to FASST Team, Reprimand, Time Out, or Referral to Student Intervention Specialist.

#### G. Procedures

1. In all cases, the student must be informed of the misconduct the student is alleged to have committed. School personnel will investigate, to the extent necessary, the facts surrounding the alleged misconduct. Students will have an

opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty.

2. The following additional procedures will apply for the imposition of the specific penalties set forth below:

a) Detention. Lunch time or after school detention will be imposed as a penalty only after the student's parent has been notified and has acknowledged that there is no parental objection to the penalty and that the student has appropriate transportation home following the detention.

b) Suspension from extracurricular activities, athletic participation and other privileges. Upon request, the student and the student's parent will be provided with an opportunity for an informal conference with the Principal within a reasonable time to discuss the conduct and the penalty.

c) In-school Suspension. Students who would otherwise be suspended from school as the result of a Code violation may be placed in in-school suspension. In-school suspension involves the temporary removal of a student from the classroom and placement in another area of the school building designated for such a suspension where the student will receive substantially equivalent alternative education. A student subjected to an in-school suspension, along with his/her parent(s), will be provided with an opportunity for an informal conference with the Principal within a reasonable period of time to discuss the conduct and the penalty involved. Students placed in in-school suspension shall receive alternate instruction equal to that which they would have received in their normal classes

3. Suspension Policy

a) Notification of Short-Term (Five Days or less) and Long Term (Five Days or More) Suspension from School- A short-term suspension refers to the removal of a student from School for disciplinary reasons for a period of five or fewer days. The Principal, Leadership Team, and Board shall work together to determine if an exception should be made based on the individual circumstances of the incident and the student's disciplinary record. The Principal reserves the right to adjust the punishment for each infraction per his or her judgment.

b) Procedures and Due Process for Short Term Suspension- The Principal may impose a short-term suspension, and shall follow due process procedures consistent with federal case law pursuant to *Goss v. Lopez* (419 U.S. 565). Before imposing a short term suspension, or other, less serious discipline, the school principal shall provide notice to inform the student of the charges against him or her, and if the student denies the charges, an explanation of the evidence against the student. A chance to present the student's version of events shall also be provided.

(1) Before imposing a short-term suspension, the Principal shall immediately notify the parents or guardian in writing that the student may be suspended from school. Written notice shall be provided by personal delivery, express mail delivery within 24 hours of the decision to impose suspension at the last known address(es) of the parents or guardians. Where possible, notification also shall be provided by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or guardian of their right to request an immediate informal conference with the Principal. Such notice and informal conference shall be in the dominant language of mode of communication used by the parents or guardian. The parents or guardian of the student and the student shall have the opportunity to present the student's version of the incident and to ask questions of the complaining witnesses. Such notice and opportunity for an informal conference shall take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon as possible after the suspension as is reasonably practicable.

(2) The Principal's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with the Charter School's complaint process

c) Long Term Suspension/Expulsion- A long-term suspension refers to the removal of a student from School for disciplinary reasons for a period of more than five days. Expulsion refers to the permanent removal of a student from School for disciplinary reasons. A student may also be subject to a referral to the appropriate law enforcement authorities.

d) Procedures and Due Process for Long Term Suspension- The Principal may impose a long-term suspension. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. In extreme circumstances, the Principal may make a recommendation for expulsion to the Board. The Board's decision shall be final.

(1) Upon determining that a student's action warrants a possible long-term suspension, the Principal shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The Principal also shall immediately notify the student's parent(s) or guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or

equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address.

(2) Where possible, notification also shall be provided by telephone if the School has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents which resulted in the suspension and shall indicate that a formal hearing will be held on the matter which may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s). At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence.

(3) If the Principal initiates the suspension proceeding, he or she shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer's report shall be advisory only and the Principal may accept or reject all or part of it. The decision of the Principal and Board to impose a long-term suspension or expulsion may be challenged by the parent or guardian in accordance with the Charter School's Complaint procedures.

e) The Notice of Suspension (In School and Out of School) shall provide a description of the offenses against the student and the incident for which suspension is proposed and shall inform the parent(s) of the right to request an immediate informal conference with the Principal or designee as well as their rights to contact the grievance committee of the Board. The notice shall be provided in the dominant language or mode of communication used by the parent(s).

(1) The notice of the charged misconduct and the opportunity for an informal conference shall take place prior to the suspension of the student unless the student's presence in school poses a continuing danger to persons or property. If the student is an ongoing threat of disruption to the academic process the student will be removed from the classroom so that steps a-d may take place. If the student's presence does pose such a danger, the notice and opportunity for a Principal's conference shall take place as soon after the suspension as is reasonably practicable.

f) Reductions in Penalty. Upon application by the student or parent(s), the Board may revoke a suspension or permanent expulsion if it determines that it is in the best interests of the School and the student to do so.

H. Alternative Instruction. When a student of compulsory attendance age is suspended from School, the School will take immediate steps to provide alternative means of instruction for the student within 24 hours of the suspension. Such alternative instruction shall be equal to that which the student would have received at School.

### **XIII. Discipline of Students with a Disability or Suspected of Having a Disability**

A. If a student violates the School's Code and is being considered for a suspension or removal, the School must ensure the following due process protections are provided to the student and to the student's parent(s). For suspensions of five school days or less, the student's parent(s) or guardian must be provided with a written notice, and a follow up telephone call if possible, within 24 hours of the incident leading up to the suspension which describes the basis for the suspension and explains that the parent or guardian has the right to request an informal conference with the Principal and appropriate staff to discuss the incident and question any complaining witness against the student. For suspensions in excess of five consecutive school days, the student's parent(s) or guardian must be provided with a written notice which indicates that the School proposes to suspend the student from school in excess of five consecutive school days, describes the basis for the proposed suspension, explains that the student has an opportunity for a fair hearing conducted by the Principal or designated officer of the Principal at which the student will have a right to question any witnesses accusing him/her of committing the misconduct charge and to present witnesses on his/her behalf. Where possible, notification must also be provided by telephone. For any student of compulsory school age, the school must provide alternative education to the student during the suspension.

B. Additional procedures and protections that apply to students with disabilities include:

1. The provision of a free and appropriate education to students who are suspended or removed for disciplinary reasons for more than ten school days in a school year, this may include a teacher going to the student's home or the student coming to the school after the scheduled school day to receive the required instruction according to the Individualized Educational Program (IEP);
2. The responsibility of schools to address behaviors that result in suspensions or removals for more than ten school days in a school year (functional behavioral assessment and behavioral intervention plans);
3. The determination of the relationship between the behavior and the student's disability when a suspension or removal would result in a disciplinary change of placement (manifestation determination);
4. Providing the parent of the student a copy of the procedural safeguards notice (special education rights) whenever a disciplinary action will result in a disciplinary change in placement which is a removal for more than 10 consecutive school days;

5. An expedited process to resolve disagreements between parents and schools regarding certain disciplinary actions;
6. Protections for students who are not classified when a parent asserts that the school had knowledge, prior to the behavior that resulted in the disciplinary action, that the student was a student with a disability;
7. Expedited evaluations of students suspected of having a disability during the time the student is suspended.

C. The School has the authority to suspend or remove students with a disability to interim alternative educational settings for up to 45 days for offenses relating to illegal drugs, controlled substances, weapons, or where the student represents a safety concern. In instances when the School maintains that it is dangerous for a student to remain in his current educational placement, the school can seek an expedited due process hearing to move the student to an interim setting. The School can remove a student with a disability from his or her current placement when necessary, even though the student had previously been removed earlier in the school year, as long as the removal does not constitute a disciplinary change in placement.

D. In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities [A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.527(b)—that a disability exists may request to be disciplined in accordance with these provisions.]. The School shall comply with sections 300.519-300.529 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

1. The School shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.
2. Students for whom the IEP includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter will be immediately referred to the Individualized Educational Program Team (IEP Team) for consideration of a change in the guidelines.
3. If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student will immediately be referred to the IEP Team for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the IEP Team prior to the

eleventh day of suspension, because such suspensions may be considered to be a change in placement.

4. In considering the placement of students referred because of disciplinary problems, the IEP Team is expected to follow its ordinary policies with respect to parental notification and involvement.

E. The IEP Team shall meet within seven days of notification of any of the following:

1. The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.

2. The commission of any fraction resulting from the student's disability.

3. The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the Principal would seek to impose a suspension in excess of five days.

4. The Charter School shall ensure that when the suspension or removal of a student with a disability will constitute a disciplinary change of placement, the IEP Team will be immediately notified so that the IEP Team can meet its required obligations to:

a) Convene an IEP Team meeting within 10 school days to make a manifestation determination.

b) Convene an IEP Team meeting within 10 business days to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavioral intervention plan.

c) Provide the student's parent with a copy of their procedural due process rights.

d) Work closely with the IEP Team in determining educational services or the interim alternative educational setting that would ensure the provision of the requirements of a free and appropriate public education (FAPE).

5. Provision of Services During Removal- Those students removed for a period fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The School also shall provide additional alternative instruction with the reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

a) During any subsequent removal that, combined with previous removals equals ten or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, shall make the service determination.

b) During any removal for drug or weapon offenses [pursuant to 34 CFR §300.520(a)(2)] services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the IEP Team. The School will place students in interim alternative educational settings as appropriate and mandated by 34 CFR §300.520(a)(2).

c) During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The IEP Team will make the service determination.

6. IEP Team Meetings- Meetings of the IEP Team to either develop a behavioral assessment plan or, if the child has one, to review such plan are required when: (1) the child is first removed from his or her current placement for more than ten school days in a school year; and (2) when commencing a removal which constitutes a change in placement.

a) Subsequently, if other removals occur which do not constitute a change in placement, the school will work with the IEP Team to review the child's assessment plan and its implementation to determine if modifications are necessary. If one or more members of the IEP Team believe that modifications are needed, then the IEP Team is expected to meet to modify the plan and/or its implementation.

b) School ensures the special education coordinator or special teacher, and the general classroom teacher, will attend all meetings regarding their students initiated by the IEP Team. These meetings could be relating to the development and implementation of behavioral intervention plans, initial referrals, change in service, or annual reviews, etc.

F. Due Process- Any time a student with a disability engages in behavior that may require disciplinary action a Functional Behavioral Assessment (FBA) is conducted and a decision is made as to the BIP. These procedures are followed each time to ensure that when a behavior incident occurs that a suspension or removal of a student with a disability does not constitute a disciplinary change in placement, and that the student is



not suspended or removed for behaviors related to the student's disability as determined by the IEP Team and other qualified individuals.

1. If discipline which would constitute a change in placement is contemplated for any student, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) immediately, if possible, but in no case later than ten school days after the date on which such decision is made, the IEP Team and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action.
2. If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to students with disabilities during periods of removal.
3. Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.
4. If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs or safety, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and School agree otherwise.

#### **XIV. Dissemination and Implementation-**

A. Dissemination of Code. The Board will publicize this Code by:

1. Providing copies of a summary of the Code and explaining the Code to all students at a general assembly held at the beginning of each school year.
2. Mailing a summary of the Code written in plain language to all parents of students before the beginning of the school year and making this summary available at other times upon request.
3. Providing all current teachers and other staff members with a copy of the Code and a copy of any amendments to the Code as soon as practicable after adoption.
4. Providing all new employees with a copy of the current Code when they are first hired. Making copies of the Code available in the School for review by student, parents and other community members. Individuals who wish to be provided with a copy of the Code shall file a request with the Principal.

B. The Board will sponsor staff workshops for all school staff members to ensure the effective implementation of the Code. The Principal may solicit the recommendations of the school staff, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students.

C. The Board may appoint an advisory committee to assist in reviewing the Code and the school's response to Code violations. The committee will be made up of representatives of students, teachers, administrators and parent organizations, school safety personnel and other school personnel.

- 22. Please describe how parents will be involved in the charter school, including, in particular the governance and administration of the charter school. How does the school plan to build family-school partnerships that focus on strengthening support for learning and/or encouraging parental involvement in school operations? Describe any volunteer activities the school will request of parents.**

The Andrew H. Wilson Charter School believes that parents are integral to their children's education. Parents can make a critical difference in the academic success or failure of their children. AHWCS, therefore, plans an active role for parents in the governance and administration of the school to ensure that we not only meet the needs of our students, but we are also able to obtain feedback and direction from them to best serve our children. AHWCS also plans to provide our parents with assistance in creating a home environment that will be conducive to their children's academic success. As such, we will implement the following:

1. The School will facilitate the development of a Parents' Association ("PA") to be governed by the parents of the children at the school. In the School's first year of operations, the parents will elect a PA president in October by a simple majority vote (reasonable advance notice of a meeting for such an election will be provided, proxy votes will be permitted). In each subsequent year, the PA elections will be held in May. Beyond the election of the President, the PA will be free to organize its own governance and committee structure. The PA will be involved in a variety of activities in the school, including fundraising events, field trips and school promotion in the community. Less formal parent gatherings will also be encouraged and facilitated by the school's staff and management.
2. The parents, through the PA, will have an opportunity to participate in the School's Board meetings. At every meeting, there will be a regular item on the Board's agenda for the PA President and/or other officers to report on their work and any school issues that they would like to bring before the Board for its attention or consideration.
3. Parents may also be members of certain standing and ad hoc Committees of the Board. From time to time, as the School Board or School Principal requests, the PA will be asked to participate in, or comprise, advisory or ad hoc committees to study or implement a specific policy or action for the School. For example, committees may be formed to study and advise on building expansion or student recruitment activities that would assist the Board or administration on how best to proceed on these or other vital issues faced by the School.

(It also should be noted that formal participation in the Parent Association is not required for parents to participate at public meetings, serve on ad hoc committees, or meet with or make recommendations to the AHWCS Board and administration.)

Parents are the most important stakeholders in their child's academic success, and as such, AWHCS will parlay this important fact into a key feature driving the success of our school. AHWCS will develop a school culture in which parents are invited, expected, and encouraged to

be physically present in the school for academic and social events to celebrate learning. Specific events will be developed for this purpose.

The Center for Social Change at the University of Minnesota developed a list of 50 possible opportunities for parental involvement, which fall into six categories: 1) assisting at the school; 2) helping arrange experiences in the community; 3) serving on a decision-making committee; 4) increasing resources available to the school; 5) sharing information about the school with community members; and 6) helping other parents develop parenting skills. The list from the Center for Social Change is attached at the end of this section. AHWCS intends to cull potential volunteer opportunities for parents from this list.

AHWCS may hold Parent Orientation Workshops for new parents upon their child's entrance into the school. At these workshops, volunteer opportunities will be formally presented to the parents, and parents will be encouraged to participate in the school community. A list of volunteer opportunities will also be posted in the School. Follow-up meetings with parents will encourage their involvement or continued involvement with AHWCS. Parents will be expected, but not required, to commit a certain number of volunteer hours each year to the School.

In addition to parents becoming involved with the school community, we want parents to be active and interested participants in their child's academic work in the class and in the home. Ultimately, the most important role a parent can play, *vis a vis* their child's academic career, is focusing on their responsibilities as parents in ensuring that their children are ready and able to learn and participate in school. To this end, at the Parent Orientation Workshops, we will have professionals speak with interested parents about the type of home environment that is most conducive to a child's academic success. Parents will be encouraged to: (1) work with their child on their homework; (2) be cognizant of the amount of time the child spends in front of the television or computer/video games; (3) keep regular and age-appropriate bedtime hours for their children; (4) ensure that the child is at school on time; and (5) minimize the number of unexcused absences.

## **PARENT/COMMUNITY INVOLVEMENT OPPORTUNITIES**

### **50 Ideas**

(The following list is adapted from a list published by the Center for Social Change, Hubert H. Humphrey Institute, University of Minnesota)

#### *Assist at the School*

1. Share information with a student or a class about a hobby
2. Share information with a student or class about a career
3. Share information with students about a foreign place in which you have lived or visited.
4. Tutor one or a small group of students in reading, math or other areas.
5. Help coach a team, including coaching students for academic competitions.
6. Help check a student's written work.
7. Help develop and publish a school or classroom newsletter.
8. Help make a creative display
9. Help build a component of the school or part of a classroom.
10. Help students work on a final exhibition of a project.
11. Help assist in the school office.
12. Help plan and/or build a new playground.
13. Help plan a theme-based program for students.
14. Help present a theme-based presentation for students.
15. Demonstrate an activity based in another country or culture to students.
16. Share a skill with the faculty.
17. Help students plan and build a garden or other project, which beautifies the school.
18. Help start an after-school program.
19. Bring senior citizens or other community residents to school to see a student production.
20. Volunteer as a lunchroom aide, playground monitor or in a similar capacity at the school.

#### *Extend Learning by Helping to Arrange Experiences in the Community*

21. Help set up a student internship at your place of work.
22. Host a one-day hands-on study about your workplace for a group of students.
23. Go on a field trip with a teacher and a group of students.
24. Contact a local business or organization regarding possible cooperation.
25. Help create a learning setting in the community outside of the school building.

#### *Serve on an Advisory or Decision-Making Committee*

26. Volunteer to serve as a member of a formal school committee.
27. Represent the school as a member of the Board of Trustees.

28. Serve as an officer on the school's Parents' Association
29. Help organize a parent organization for the school.
30. Help design a parent and/or student survey for the school.
31. Help conduct and tabulate the results of a survey about the school.

*Increase Financial Resources Available to the School*

32. Help write a proposal that will bring new resources to the school.
33. Donate materials to the school.
34. Arrange for a business or other organization to donate materials to the school.
35. Help with a fundraising campaign for the school.

*Share Information*

36. Serve as a member of a telephone tree to help distribute information quickly.
37. Write a letter to legislators about the school.
38. Write a letter to the school board members about the school.
39. Go to a school board meeting to advocate for the school.
40. Go to another school to provide information about your school.
41. Help create a brochure or booklet about the school.
42. Help translate information about the school into a language other than English.
43. Help translate at a parent/teacher conference for people who don't speak English well.
44. Provide transportation to a parent/teacher conference for a parent who needs a ride.
45. Write an article about school activities for publication.
46. Arrange for a political leader to visit the school.

*Help Other Parents*

47. Serve as a crossing-guard or a "safe home" for children on their way to and from school.
48. Teach or help with a class on ways to be stronger parents.
49. Help produce a videotape on ways to be effective parents.
50. Help write, publish and distribute a list of parenting tips.

**23. Provide details and/or policies of the charter school for handling complaints from parents.**

Any individual or group (including a parent or group including parents) may bring complaints or concerns to the Principal of Andrew H. Wilson Charter School for any reason. We expect the Principal will work to fairly resolve conflicts as quickly as possible. Any formal complaint brought before the Principal should be made in writing and will be addressed within a reasonable period of time, no more than ten days, from the time the complaint is made.

If the Principal is unable to resolve the complaint to the individual's or group's satisfaction, or if the complaint is about the Principal, the individual or group may bring the complaint before the Board of Directors of the School at the time of the next regularly scheduled Board meeting. It will be the policy of the School that these complaints must be formally submitted to the Board of Directors in writing at least five business days in advance of the next regularly scheduled Board meeting in order to be heard. Complaints not submitted in this timely fashion, will be heard at the subsequent meeting of the Board. Emergency issues will be dealt with on an as-needed basis, with the Board responding at or prior to its next regularly scheduled meeting. Every effort will be made to address each matter to the full satisfaction of the complainant. The Board, as necessary, will direct the Principal or other party it delegates to act upon the complaint and report to the Board. The Board of Directors will render a determination in writing, as necessary.

*Appeals of Suspension or Expulsion Recommendations*

If a parent wishes to appeal the decision of the Principal with regard to a recommended suspension or expulsion, he or she may voice his or her concerns to senior staff at Edison Schools. These individuals will promptly investigate the incident and report their findings to the Principal, the parent, and the School's Board of Directors. The Board of Directors will serve as the ultimate appeals body.

The Board will establish a Grievance Committee to hear parental grievances, including appeals concerning expulsion or long-term suspension (suspension exceeding ten days). The committee may choose to hear the testimony of witnesses and to cross-examine those witnesses. Based on the written and verbal testimony provided, the committee will make a recommendation to the entire board, and the board will vote to uphold or overturn Edison School's decision.

**24. Discuss how often parents will be involved in student academic evaluation and planning. For example, how often will parent/teacher conferences occur?**

In order for parents to be effective participants in their children's education, there must be regular communication between staff and parents. On a regular basis, parents will receive a letter from the School and their child's teacher indicating the upcoming week's school events, the homework that will be assigned and any planned tests or quizzes. Teachers will be expected to maintain contact with their student's parents on a regular basis through telephone calls, notes home and e-mail to keep parents abreast of any academic concerns that they may have regarding their children. All teachers will have phones and voicemail at the School, and parents will be provided with the phone number at which the teacher may be reached while at school. Teachers may, but will not be required to, provide phone numbers at which they may be reached outside of school.

There will be four report cards issued at the end of each quarter. Parents will be asked to sign not only report cards acknowledging that they have reviewed and understand the progress of their children, but on a daily basis, parents will be asked to sign their children's homework, attesting to the fact that their children completed it. AHWCS will hold regular parent/teacher conferences at least once each quarter, plus "open-house" days for parents. Finally, AHWCS will create a school culture in which parents know they are welcome in the School to discuss their child's academic progress and will be encouraged to also be proactive in making appointments with the faculty and administration outside of regularly scheduled parent/teacher functions.



**25. Provide information regarding the manner in which community based organizations, businesses and/or postsecondary institutions will be involved in the charter school.**

At this stage, the Andrew H. Wilson Charter School is exploring the establishment of relationships with community-based organizations, businesses, colleges and universities. While not central to our academic program, if we identify like-minded high quality groups, we recognize the value these organizations and institutions can bring to our School community in terms of additional human resources, financial resources and programming and support for faculty, students and their families.

In order to establish the most appropriate network of connections for the School community, a designated committee of the Board will spearhead an effort to conduct a needs assessment of the School related to volunteers, programming, social services and additional finances. The Board committee will also take an inventory of resources in the local community that could meet the school's expressed needs.

The Board committee will then disseminate information on the School to potential community and business partners highlighting the school's mission, work and needs and ascertain groups' interest in working with the school. The Board Committee will meet with interested groups and thoroughly vet their capacity to provide resources to the school in a consistent and reliable manner. Any relationship that is formed will be clearly understood and formalized in an agreement that includes length of partnership, type of relationship, goals of the partnership and deliverables from both the organization and School.

The Board is also keenly aware of the need to bring outside financial resources to the School. Each member of the Board views fundraising as one of its responsibilities to the School. Much corporate attention has been focused on the Broadmoor community through the Broadmoor Improvement Association, and it is the intention of the School Board to parlay those corporations' interest in the community into financial and other support for the school.

Already, members of the School Board are identifying organizations and institutions that they have relationships with that could support the School. Among them are the following:

- Broadmoor Improvement Association
- Broadmoor Development Corporation
- Bard College
- Junior League of New Orleans
- My House of Greater New Orleans
- The Boys & Girls Club
- The Greater New Orleans Education Foundation
- The Kennedy School of Government at Harvard University
- The YMCA of Greater New Orleans

**26. Provide details regarding the composition of nonprofit governing board or local school board.**

**a. Include a Charter School Roster of Key Contacts (see Appendix B) for the governing board and key administrative leaders for the school.**

The following is the Charter School Roster of Key Contacts.

# **APPENDIX B**

## **CHARTER SCHOOL ROSTER of KEY CONTACTS**

## CHARTER SCHOOL ROSTER of KEY CONTACTS

Complete the following Roster for the Board of Directors and key administrative leaders and/or partners for the proposed school. Be sure to include titles and roles.

<b>Name of School(s):</b>	<b>Andrew H. Wilson Charter School</b>
<b>Name of Nonprofit Corporation:</b>	<b>Broadmoor Charter School Board</b>
<b>Primary Contact Person:</b>	<b>Connie I. Yeaton, Chair</b>
<b>Mailing Address:</b>	<b>4505 South Claiborne Avenue New Orleans, LA 70125</b>
<b>Phone:</b> <i>(day &amp; eve.)</i>	<b>504-891-1135</b>
<b>Fax:</b> 504-895-0337	<b>Email: connieyeaton@cox.net</b>

### NONPROFIT BOARD OF DIRECTORS

<b>Position:</b>	<b>Chair</b>
<b>Name:</b>	<b>Connie I. Yeaton</b>
<b>Mailing Address:</b>	<b>3915 Charles Avenue #715 New Orleans, LA 70115</b>
<b>Phone:</b> <i>(day &amp; eve.)</i>	<b>504-891-1135</b>
<b>Fax:</b> 504-895-0337	<b>Email: connieyeaton@cox.net</b>

<b>Position:</b>	<b>Vice Chair</b>
<b>Name:</b>	<b>Sheila M. Thomas</b>
<b>Mailing Address:</b>	<b>3915 Charles Avenue #715 New Orleans, LA 70115</b>
<b>Phone:</b> <i>(day &amp; eve.)</i>	<b>504-473-5432</b>
<b>Fax:</b> 504-895-0337	<b>Email: sheilathomas@cox.net</b>

<b>Position:</b>	<b>Secretary</b>
<b>Name:</b>	<b>Lori Kennedy-Roark</b>
<b>Mailing Address:</b>	<b>2137 S. Lopez Street New Orleans, LA 70125</b>
<b>Phone:</b> <i>(day &amp; eve.)</i>	<b>504-259-3704</b>
<b>Fax:</b> 504-525-7910 or 504-324-0437	<b>Email: kennedyroark@yahoo.com</b>

## CHARTER SCHOOL ROSTER of KEY CONTACTS

### NONPROFIT BOARD OF DIRECTORS continued

Position:	Co-Treasurer
Name:	Derek N. Rabb
Mailing Address:	4424 Dryades Street New Orleans, LA 70115
Phone: (day & eve.)	504-897-6612
Fax: 504-576-7010	Email: d_rabb@bellsouth.net

Position:	Co-Treasurer
Name:	Eric Smith
Mailing Address:	3621 Robert Street New Orleans, LA 70125
Phone: (day & eve.)	225-572-1682
Fax: 504-582-4067	Email: eric@jamerosmith.org

Position:	General Counsel & Registered Agent
Name:	Jason E. Cantrell
Mailing Address:	3623 Louisiana Avenue Parkway New Orleans, LA 70125
Phone: (day & eve.)	504-975-3028
Fax: 504-593-9511	Email: cantrellaw@aol.com

Position:	Board member
Name:	Nancy S. Isaacson, NBCT
Mailing Address:	3504 Napoleon Avenue New Orleans, LA 70125
Phone: (day & eve.)	504-931-8024
Fax: (504) 324-2294	Email: nstravin@lycos.com

Position:	Board member
Name:	Harry A. Roark
Mailing Address:	2137 S. Lopez Street New Orleans, LA 70125
Phone: (day & eve.)	504-650-3278
Fax: 504-324-0437	Email: halroark@cox.net

Position: Board member  
Name: LaToya Cantrell  
Mailing Address: 3623 Louisiana Avenue Parkway  
New Orleans, LA 70125  
Phone: 504-722-6102  
(day & eve.)  
Fax: 504-593-9511 or 504-895-8698 Email: lwcantrell@bellsouth.net

Position: Board member  
Name: Marilyn T. Crump  
Mailing Address: 4120 Walmsley Avenue  
New Orleans, LA 70125  
Phone: 504-821-8120  
(day & eve.)  
Fax: 504-412-2624 Email: mtc33@hotmail.com

Position: Board member  
Name: Virginia Saussy Bairnsfather  
Mailing Address: 3725 Napoleon Avenue  
New Orleans, LA 70125  
Phone: 504-259-6391  
(day & eve.)  
Fax: 504-899-9546 Email: vpsaussy@bellsouth.net

### **SCHOOL PERSONNEL**

*Not available at this time as the Broadmoor Charter School Board has not yet identified individuals who will serve in these positions at the Andrew H. Wilson Charter School.*

**Principal Name:**  
Phone (day/eve):  
Fax: Email:

**Business Manager:**  
Phone (day/eve):  
Fax: Email:

**Certified Public Accountant:**  
Phone (day/eve):  
Fax: Email:

**OTHER AS APPLICABLE (school management entity, partner)**

**Contact Person:** David Graff

Title/Position: General Counsel

Organization: Edison Schools  
521 Fifth Avenue  
New York, NY 10175

Phone (day/eve): 212-419-1600

Fax: 212-419-1604

Email: [dgraff@edisonschools.com](mailto:dgraff@edisonschools.com)

**b. Provide resumes for each governing board member.**

The resumes for the 11 members of the governing board follow.



Connie I. Yeaton  
3915 Saint Charles Avenue  
Penthouse 715  
New Orleans, LA 70115  
[sheilathomas@cox.net](mailto:sheilathomas@cox.net)  
(504) 891-1135

#### EDUCATIONAL BACKGROUND

1959	B.S. Education	Florida State University Tallahassee, FL
1973	Master, Educational Administration	Louisiana State University New Orleans, LA
1980	Plus 30	Tulane, Xavier & Loyola University New Orleans, LA

#### AREAS OF CERTIFICATION

Physical Education  
Health Education  
Safety & Driver Education  
Administration & Supervision  
Principal (K-12)  
City or Parish Superintendent  
Supervisor of Student Teachers

#### EMPLOYMENT

1959-65	Physical Education Instructor	Jacksonville, FL
1966-72	Physical Education Instructor	New Orleans, LA
1972-74	Administrative Assistant	O.P. Walker High School New Orleans, LA
1974-76	Assistant Principal	Behrman Middle School New Orleans, LA
1976-92	Principal	Livingston Middle School New Orleans, LA
1992-2000	Principal	Our Lady of Lourdes Catholic School New Orleans, LA

#### SPECIAL ASSIGNMENTS (EMPLOYMENT)

1960-62	Director, Girls Athletic Association for High Schools	Florida
1962-65	Program Director-United Teachers of Duval County	Florida
1968-72	Adult Education Math Instructor	Wright Junior High School

1972-76	Director	New Orleans, LA Delgado Community College New Orleans, LA
1974	Acting Assistant Principal-13 Days	Behrman Middle School New Orleans, LA
1976	Assistant Principal-4 Weeks	Walter Cohn High School New Orleans, LA

### PROFESIONAL RESPONSIBILITIES

#### Chairperson:

- Curriculum Council
- Southern Association of Schools and Colleges
- High School Scheduling Committee
- O.P. Walker Task Force for the Quinmester Program
- Administrators Management Conference
- Liason Committee with the OPSB Superintendent and Principals
- Human Relations Committee at O.P. Walker High School
- Safety and Security for PANOPSI
- Finance Committee at O.P. Walker High School
- President of the Principals Association of New Orleans Public Schools

#### Committees:

- Curriculum Council
- School District Negotiations District
- Revision of the Minimum Foundation Count Sheet
- School District Discipline Plan
- School District Safety Plan
- School District Textbooks
- School District Scheduling Workshop

### PROFESIONAL CERTIFICATION/EXPERIENCES

- S.T.A.R. Certification
- LATAAP Assessor
- New Teacher Project Assessor
- School Newspaper Sponsor
- School Yearbook Advisor
- Physical Education Coach for Volleyball, Basketball & Softball
- Student Council Sponsor
- Conducted Clinics in Officiating Basketball
- Conducted Sessions at Southern Convention for Health & Physical Education
- Conducted Life Time Sports Institute in Badminton
- Attended National Life Time Sports Institute in Track & Field
- Conducted Substance Abuse Prevention Workshop
- Attended Office of Education Workshop on Drug Abuse Vail, CO
- Attended "Undoing Racism" Workshop
- Selected to Attend Middle Management Seminar at Tulane University

Attended Educational Leadership Institute on “Individualizing Instruction in the Middle School”

Attended Educational Leadership Institute on “Learning Center as a Motivational Technique for Children”

#### PROFESSIONAL ORGANIZATIONS

Association of Schools & Curriculum Development

National Association of Secondary School Principals

National Association of Elementary School Principals

National Middle School Association

Louisiana Association of School Executives

Principal Association of New Orleans Public School

Retired Administrators of New Orleans Public Schools Incorporated

#### HONORS/AWARDS

New Orleans Business Task Force Middle School Principal

Student Body Teacher of the Year

Selected by Bellsouth to attend Leadership Workshop in Asheville NC

Sheila M. Thomas  
3915 Saint Charles Avenue  
Penthouse 715  
New Orleans, LA 70115  
[sheilathomas@cox.net](mailto:sheilathomas@cox.net)

## EDUCATION

1964	B.S., Physical Education	Jacksonville University	Jacksonville, FL
1973	Master, Counseling	LSU-NO	New Orleans, LA
1975	Plus 30	Tulane, Xavier & Loyola University	New Orleans, LA

## AREAS OF CERTIFICATION

Physical Education  
Health Education  
Safety Education  
Driver Education  
Guidance and Counseling  
Principal  
Supervisor of Student Teaching  
City or Parish Supervisor

## PROFESIONAL WORK EXPERIENCE

1964-73	Teacher of Physical Education	
1964-66	Duval County Public Schools	Jacksonville, FL
1966-73	New Orleans Public Schools	New Orleans, LA
1967-69	Adult Education Reading Teacher	Wright Junior High New Orleans, LA
1967-68	R.E.R. Summer Program	Audubon and Allen School New Orleans, LA
1973-75	Administrative Assistant	O.P. Walker High School New Orleans, LA
1975-77	Counselor	S.J. Green Middle School New Orleans, LA
1977-82	Principal	Claiborne Elementary School New Orleans, LA
1982-99	Principal	Beauregard Junior High/ Thurgood Marshall Middle School New Orleans, LA
2000-02	Principal Mentor	New Orleans Public Schools
2002-03	Consultant	National Turning Points Project

## INTERIM PROFESSIONAL EXPERIENCES

Program Chairman	Peters Junior High School
Student Council Sponsor	Peters Junior High School
Girls Athletic Association Sponsor	Peters Junior High School
	Behrman High School
	O. P. Walker High School
Coached City-Wide Girls Gymnastic Championship Team for Four Years	O. P. Walker High School
Conducted Life Time Sports Clinic in Archery for New Orleans Public School Teachers	
Assistant Sponsor for City-Wide Sports Day for New Orleans Public Schools for Junior and Senior High School Girls in Volleyball and Softball at the University of New Orleans	
Coached Walker Girls Volleyball Team to the Championship	
Organized and Sponsored the Walkerette Drill Team at Walker Senior High School	
Textbook Chairman	Walker Senior High School
Bookkeeper-Treasurer	Walker Senior High School
Chairman of Student Activity Section for the Southern Association of Colleges and Schools	Peters Junior High
	Walker Senior High Schools
Curriculum Council Chairperson	
Bookkeeper/School Treasurer	O. P. Walker High School
Superintendent Liaison Member with Principals	
PANOPSI Management Conference Treasurer	
Treasurer for Junior High School Athletics	
Developed NOPS Discipline Plan	
School Districts Various Textbook Selection Committees	
Attended Apple Computer Workshop in California	
Received Apple School Grant at Marshall Middle School	
Selected to Attend Middle Management Seminar at Tulane Campus	
Attended "Undoing Racism" Workshop	
Superintendent Leadership Cabinet	
NOPS Area Advisory Cabinet	
Attended Louisiana Assessment Center	

## PROFESSIONAL ORGANIZATIONS

Kappa Kappa Iota  
Kappa Delta Pi  
America Personnel and Guidance Association  
Orleans School Counselor Association  
American School Counselor Association

ASCD  
NAESP  
AASA  
LASE  
American Association of University Women  
Middle Management Seminar Participant-Tulane-1979  
Outstanding Young Woman in America-1979  
Financial Secretary: PANOPS-1979-81

#### PROFESSIONAL CERTIFICATION/LICENSE

Louisiana State Counseling License  
S.T.A.R. Certification  
LATAAP Assessor  
New Teacher Project Assessor

#### HONORS/AWARDS

Chamber of Commerce Business Task Force Outstanding Principal  
Selected Grant Director Greater New Orleans Middle School Consortium  
Louisiana Academic Incentive Award

#### VOLUNTEER SERVICE

Children's Hospital - Volunteer Work in Recreation, Guidance and Counseling  
Y.M.C.A. Volunteer Work- Coached Girls Gymnastic  
Poll Commissioner- City of New Orleans  
Broadmoor Charter School Board  
Principal Mentor

**Lori Kennedy-Roark**  
**2137 South Lopez Street**  
**New Orleans, Louisiana 70125**  
**(504) 259-3704**  
[kennedyroark@yahoo.com](mailto:kennedyroark@yahoo.com)

**Education**

**Fall 1988- Fall 1991**

**Loyola University- New Orleans**

- BS Degree in Elementary Education and Early Childhood Development
- GPA 3.5; Graduated Cum Laude
- Member of Kappa Delta Pi National Education Honor Society; Dean and Student Advisory Council Representative, 1991; Dean's List, 1988-1991; and Recipient of the Education Major's Scholarship

**Fall 1986- Fall 1987**

**Louisiana State University- Baton Rouge**

Elementary Education Studies

**Professional Experience**

**August 2000- Present**  
**Orleans, LA**

**Louise S. McGehee School for Girls- New**

- ***English Department Chair:***

Mentor and supervise a 6 member department. Duties include: writing and supervising curriculum, overseeing departmental budget, purchasing supplies, observing and evaluating teacher performance, mentoring teachers, sitting on the Academic Affairs Committee, interviewing and hiring candidates, and professional development.

- ***Fifth and Sixth Grade English Teacher:***

Provide instruction to 56 students in language arts, reading, and writing curriculum. Experience includes: training in Reading and Writing Workshop, technology-based projects, service-learning curriculum development, English curriculum development, cross-curricular projects, public speaking, and performance-based projects.

- ***Middle School Admissions Assistant***

Provide assistance to the middle school division head with the admissions process. Duties include: giving tours to prospective families, interviewing students, evaluating assessment tools, reviewing data and school records, and making recommendations for admissions.

**August 1993-June 2000**  
**Orleans, LA**

**Thurgood Marshall Middle Magnet School- New**

- ***Middle School Teacher:***

Provided instruction to six classes daily in the following areas: seventh grade social studies, life science, and language arts; eighth grade social studies. Also guided mainstreamed learning disabled and gifted students in a self-contained classroom.

- ***School Liaison to Xavier University's Center for Teaching:***

For four years, met with XU monthly to develop

partnership projects,  
the Joint

Supervised XU pre-service teacher placement, served on

Committee, and wrote articles and grant proposals.

**August 1992-May 1993  
LA**

**John Dibert Elementary School- New Orleans,**

- ***5<sup>th</sup> Grade Teacher***

Provided instruction to 35 fifth grade students in language arts, math, science, and social studies.

**December 1991-May 1992 Arabi Elementary School- Arabi, LA**

- ***Fifth Grade Teacher:***

Provided instruction to thirty students in elementary curriculum and guided mainstreamed autistic, gifted and talented, and learning disabled students in a self-contained classroom.

- ***Special Education Teacher:***

Provided instruction to nine students, classified as behavior disordered/emotionally disturbed, utilizing individual and small group instruction. Students' levels ranged from Kindergarten to third grade.

**Program Development and Coordination**

**August 2006- Present**

**Crossroads Program Coordinator**

- Developed this program for the middle school that uses an interdisciplinary approach to address life skills with students.
- Created the foundation for the curriculum being taught in the classrooms, including grade level threads that tied into the central theme of *Journey*.
- Scheduled and coordinated a team of seven teachers.

**August 2000-Present**

**Service Learning Co-Coordinator**

- Created a service-learning project called *Celebration Literacy*, which forged a full year partnership between my sixth grade class and a class of first, second, and third graders at a local public elementary school.



	<ul style="list-style-type: none"> <li>Designed all project activities, helped mentor student leaders, handled partner relations, oversaw budget, and developed cross-curriculum connections.</li> </ul>
<b>August 2002-Present</b>	<b>Curriculum Developer</b> <ul style="list-style-type: none"> <li>Co-wrote the current middle and upper school English curriculum for Louise S. McGehee School.</li> <li>Worked with department members to create a philosophy statement, research methodology, consider scope and sequence, and identify gaps in the current curriculum.</li> </ul>
<b>August 2000- Present</b>	<ul style="list-style-type: none"> <li>Development of this curriculum document in ongoing.</li> </ul> <b>Student Government Moderator</b> <ul style="list-style-type: none"> <li>Helped lead the Middle School Executive Committee at Louise S. McGehee School.</li> <li>Planned school elections, student speeches, student body activities, discussion groups, fund raisers; acted as a liaison between students and administration; and provided student leadership training retreats.</li> </ul>
<b>August 2005-May 2005</b>	<b>Diversity Club Co-Coordinator</b> <ul style="list-style-type: none"> <li>Helped lead the Middle School Diversity Club.</li> <li>Presented a curriculum focusing on diversity and tolerance, planned a school-wide multicultural day, guided students in round table discussions, and helped students identify challenges with diversity on our campus.</li> </ul>
<b>August 1993- June 2002 Trainer</b>	<b>Peer Mediation Program Coordinator and</b> <ul style="list-style-type: none"> <li>Developed schoolwide Conflict Resolution/Peer Mediation program at Marshall Middle School.</li> <li>Trained, scheduled, and supervised 30 peer mediators and 12 staff mediators.</li> <li>Provided staff and student workshops at several local public schools.</li> <li>Continued program at Louise S. McGehee School.</li> </ul>
<b>August 1998-June 2000</b>	<b>Cultural Resource Coordinator</b> <ul style="list-style-type: none"> <li>Attended district workshops and meetings and planned cultural activities for groups ranging from 35 to 500 students.</li> </ul>
<b>August 1997-June 2000</b>	<b>Technology Project Coordinator</b>

**January 2000-June 2000**

- Coordinated Apple Computer Project at Marshall Middle School.
- Provided staff and student training workshops.
- Developed the *Computer Tutor* program.
- Provided upkeep and maintenance of all Apple technology and purchased all hardware and software for the school.

**Students at the Center**

- Assisted in implementing a writing program partnering the seventh and eighth grade with university students.
- Evaluated student writing, assisted in scheduling, developed lessons, and participated in community outreach.

**Grant Development**

**August 1994-**  
Marshall Middle  
**Present**  
McGehee School.

Acted for six years as the grant writing chairperson at  
  
School and continued as a grant writer at Louise S.

writing and  
  
proposals

Provided guidance, support, and information on grant  
  
fund availability; supervised the grant writing team; wrote  
  
and was awarded funds for the follow programs:  
***Brown Foundation Service-Learning Awards*** (2000-

Present)

*Celebration Literacy: Reading and Writing our Way*

Through

*New Orleans-* Awarded funds yearly, in excess of \$5,000 a  
year, to  
develop a student-led literacy program in a local public  
school, which  
called for students to become reading and writing mentors  
to younger  
children.

***Apple Computer's Partners in Education Grant*** (1995)

*Creating a Culture of Peace: Artistic Expression in a City  
of Violence-*

Awarded \$100,000 to provide the school with 18 Power  
Macintosh

computers, printers, scanners, digital cameras, presentation  
systems, software, and training over two years.

***Metropolitan Area Committee Mini-Grant*** (1993) and  
***Bellsouth Mini-Grants*** (1993-1994)

*Literary Travels: Multicultural Novel Study*- Awarded \$500 for the study of multicultural novels in the language arts classroom.

***Center for the Advancement of Teaching Partnership Awards*** (1993)

*Marshall Mediators*- Awarded \$500 for funding the continuation of the peer mediation program at Marshall Middle School.

***Entergy Environmental Grant*** (1992-1993)

*Marshall Park*- Awarded \$1,000 for the building of a small park on Marshall's campus, complete with benches, trees, gardens, and sculptures. The award also included the development of an environmental curriculum.

**Professional Recognition and Awards**

**March, 2004**

**Gulf South Summit**

***Building Bridges: Creating a Model for the Successful***

***Integration of***

***Service-Learning into the Curriculum***

Co-presenter at this conference in New Orleans, Louisiana

**January, 2003**

**National Association of Independent Schools**

***Leading Edge Award: Community Relations***

Co-wrote the proposal to be named as a "leading edge" school, and traveled to New York City to accept the award for Louise S. McGehee School, one of only 16 schools to receive this award nationwide.

**June, 2002**

**National Service-Learning Leader School Award**

Co-produced the award winning portfolio, highlighting Louise S. McGehee School's middle school service-

learning program

and traveled to Washington, DC to accept the award for the

school,

one of only 20 schools to receive this award nationwide.

**June, 2002**

**National Service-Learning Leader School Conference**

***Building a Successful Service-Learning Model in the***

***Middle School***

Co-presenter at this conference in Washington DC

**May 2002**

School's

community service.

**Jane Pharr Gage Community Service Award**

Awarded this honor for my work with Louise S. McGehee

service-learning program and my commitment to

**March 2002  
Conference**

**Independent Schools Association of the Southwest**

***Building Bridges: An Integrated Curriculum Approach to Service-Learning***

Co-presenter at this conference in San Antonio, Texas

**April, 1996**

**National Middle School Conference**

***Creating a Culture of Peace: Creative Expression in a City of Violence***

Panel Presenter at the conference in Atlanta, Georgia

**February, 1994**

***Program***

**Louisiana Middle School Conference**

***Creating and Maintaining a Successful Peer Mediation***

Presenter at this conference in Lafayette, Louisiana

**April, 1994**

**The Middle School Institute**

***Conflict Resolution in the Middle School***

Featured presenter at this institute in New Orleans,

Louisiana

**References**

Available upon request.

**DEREK N. RABB**  
4424 Dryades Street  
New Orleans, LA 70115  
(504) 897-6612 (Home)  
d\_rabb@bellsouth.net

## SUMMARY OF QUALIFICATIONS

- Lead Entergy's Reverse and Forward Auction Program of Supply Chain as Program Manager.
- Led Supply Chain to source \$90million of materials and services to achieve \$12 million in savings using the auction tool.
- Compile and Report financial data and assist Directors in monitoring financial information.
- Directed and led a team to source \$2.7million worth of Elevator Maintenance Services to capture 71% in cost savings.
- Devised a "How to Conduct a Successful Self-Serve Auction (SSA)?" guide and pamphlet.
- Designed Auction and RFx Management training courses for Supply Chain's procurement specialists and sourcing leaders.
- Utilized various performance metrics to achieve sector deliverables.
- Ability to supervise, lead teams, build relationships and drive change.
- Led Materials Cost Savings team to achieve at least 15% savings from each plant's total expenses.
- Good communication skills oral and written.
- Proficient with Access-Excel-Word-Powerpoint(Microsoft Office), Indus Passport, and SAP R/3.

## EXPERIENCE NEW ORLEANS, LA

### ENTERGY CORPORATION

2001 – present

#### Commodity Leader(Strategic Sourcing)

September

Responsible for leading the Supply Chain Organization to strategically source over \$120 million worth of Materials and Services plus generating over \$15million in cost savings for Entergy's Supply Chain Organization. Led and directed Sourcing and eBusiness Teams to achieve maximum cost savings using various electronic/web-based eBusiness Tools and strategic initiatives.

- Lead Entergy's Reverse and Forward Auction Program of Supply Chain as Program Manager. Responsible for the Supply Chain Organization sourcing \$90million worth of materials and services to average \$12million in bottom line cost savings.
  - Work with Business Unit Directors to promote and present auctions to their departments.
  - Conduct event and bidder management for auctions.
  - Work with procurement specialists to develop lotting and auction strategies, such as understanding their commodity market to determine opening price, bid decrements, type of auction, timing, and other required information.
  - Conduct bidder training services, such as mock auctions with suppliers to understand the auction process and develop a comfort zone.
- Worked as Super Program Administrator for Entergy's electronic Request for Proposal/Information called RFx Management (web-based solution).

- Designed Auction and RFx Management training courses for Supply Chain's procurement specialists and sourcing leaders.
- Process Manager for the C4 Steam Turbine Maintenance and Auxiliary Parts Team to lead and supervise strategic sourcing initiatives associated with \$92 million in spend to achieve an average cost savings of 15%.
- Led and directed a team to source \$2.7million worth of Elevator Maintenance Services for the Fossil business unit plants. Auction tool used to achieve 71% in cost savings.
- Coordinated all efforts toward development and negotiations of the Initial Pantellos Corporation Service Agreement for RFx Management and Self – Serve Auctions (SSA), and Implementation Plan.
- Developed various business cases for the acceptance of RFx Management and Self-Serve Auction Tools. The various business cases provided the purpose, benefit/value-added and projected cost savings-ROI.
- Set-up a managerial product review of RFx Management and SSA for all managers.

***Derek N. Rabb, professional resume – page 2***

- Developed an Issues and Concerns Table for tracking buyers' concerns and taking these concerns and working to get them implemented and uploaded as enhancements for RFx Management and Self Serve Auction (SSA).
- Developed a reporting RFx management metric for managers and procurement staff.

**Budget Coordinator (Supply Chain Division of Entergy)**

information.

- Responsible for compiling financial data and assisting directors in tracking financial
- Provide internal customer service and serve as point of contact for financial questions from 15 employees.
- Develop procedural guidelines for budget reporting processes.
- Member of the budget team responsible for developing capital models for budget projects using Excel.
- Maintain staff reports, staffing code blocks, and staff profiles for more than 15 employees.

**HONEYWELL INTERNATIONAL  
GEISMAR, LA**

**Sourcing Leader (Sourcing & Supply Chain Division)**

**April 1995 –**

**August 2001**

Drive Supply Chain initiatives in areas of eCommerce, cost savings, supplier qualification-reduction-intergration, reduce supply lead-time and improved internal system processes using various metric analyses. Provide competitive analysis and supplier performance data, through use of various metrics, to ensure internal customer needs are met throughout the supply chain. Responsible for negotiating and securing favorable multi-year supply contracts consistent with Supply Chain objectives. Initiate

change in internal processes to increase internal customer satisfaction and eliminate non-value added processes through use of Six-Sigma tools.

- Use various metrics to retrieve supplier and commodity spends to increase supplier productivity and accountability.
- Conducted successful Procurement Regional Centralization transition seminars to aid sector plants in culture/behavior changes related to re-engineering of the sector business unit.
- Forecast annual operating budget and identify various cost saving areas stemming from best practice activities and procurement metrics.
- Instrumental in developing and implementing eCommerce activities that support the business and manufacturing plants with metrics to meet business deliverables of an 85% electronically transacted culture.

*The following eCommerce tools were used:*

- Electronic Quick-buy
- Electronically managed blankets
- SAP
- Commodity Champion with a \$35million purchasing budget to negotiate national long-term contracts insuring each sector's plant requirements are met.
- Lead a Materials Cost Savings Team to achieve cost/productivity savings of \$15,000,000 plus for four manufacturing plants.
- Increased stores consignment blanket orders by 18% and in turn decreased on-site inventory.
- Through effective negotiations, achieved a \$300,000 cost reduction in 2 years.
- Manage a supplier non-conformance system for achievement of superior service

and quality.

**Senior Buyer (Sourcing & Supply Chain Division)**

Interfaced with internal customers and suppliers to analyze procurement requisitions to insure validity of purchase, specifications, quality, timeliness of delivery, and supply sources. Conducted cross-commodity buying and negotiations for instrumentation and electrical materials, piping, fittings, valves, heat exchangers, and other services (repair, fabrication and transportation).

- Commodity Champion with a \$15 million purchasing budget for company sector plants.
- Coordinator for sourcing and tracking qualified Small Disadvantaged Businesses (SDB) for services and materials to achieve a diverse quality supplier base.
- Conducted various productivity savings seminars for internal customers and suppliers to initiate behavior change toward productivity leading to improved cost savings.
- Developed and negotiated short and long term contracts to achieve a 7% plus cost savings.
- Prepared (RFQ) Request for Quotes for material and service acquisition.
- Led/participated corporate/project teams using the TQ process to focus on construction and supplier productivity.

ORLEANS, LA  January 1995	HIBERNIA NATIONAL BANK  <u>Financial Analyst (Loan Origination Division)</u>	NEW  October 1993 -
	<p>Responsible for conducting a full scale financial analysis of various multi-million dollar companies and wealthy individuals. Underwrote loans for commercial, private, and national lending areas of the bank.</p> <ul style="list-style-type: none"> <li>• Forecasted various companies' income potential over a period of years, and analyzed the ability of each company to repay loan without financial strain using various debt ratios and turnover ratios.</li> <li>• Performed management assessments and spread company financial statements to conduct an analysis for weaknesses and strengths with use of the risk matrix.</li> <li>• Prepared industry, marketing, and competitor analysis to determine stability of various markets.</li> </ul>	
LA  August 1989 - July 1991	SHELL OIL COMPANY  <u>Plant Engineer (Manufacturing Complex-Refinery)</u>	NORCO,  
	<p>Supervised and coordinated various activities concerned with design, construction, cost estimating and maintenance of equipment in accordance with engineering principles. Presented proposals and cost estimates for supervisory staff to obtain capital monetary funds for various projects. Prepared RFQs (Request for Quote) and contracts for construction and materials acquisition.</p> <ul style="list-style-type: none"> <li>• Led a \$3.0 million Plant Turnaround which consisted of rebuilding various units, developing a budget(estimated vs. actual), leading daily team review meetings(Shell employees and contractors), reporting to plant manager, and solved various immediate problems.</li> <li>• Led a corrective action team to reduce benzene emissions to meet EPA requirements and prevented \$300,000 of environmental fines.</li> <li>• Redesigned different types of block and butterfly valves for specific process services to reduce unit swings.</li> <li>• Troubleshoot heat exchangers, pressure vessels, and generators to prevent unit shutdown.</li> <li>• Conducted safety informational sessions to minimize worker injuries.</li> </ul>	
MICHIGAN  August 1989	FORD MOTOR COMPANY  <u>Design/Development Engineer (Light Truck Operations)</u>	DEARBORN,  August 1988 -
	<p>Worked in the Power Train Division with responsibility of designing a transmission mount, which included planning, sourcing, testing, and interacting with vendors. Also worked on the manual transmission component, which included product planning, vendor interaction and selection, and prototype production.</p> <ul style="list-style-type: none"> <li>• Conducted and participated in a Quality Function Deployment(QFD) program for the transmission design of the Ford Explorer utility vehicle.</li> <li>• Coordinated customer drive-offs to determine customer needs and wants in a utility vehicle(Ford Explorer).</li> <li>• Gave quarterly design presentations to department staff and Directors of Truck Operations.</li> </ul>	



**EDUCATION  
ORLEANS, LA**

**TULANE UNIVERSITY, A.B. FREEMAN SCHOOL OF BUSINESS, NEW**

*Master of Business Administration, Operations and Finance, May 1993*

**DUAL DEGREE PROGRAM**

**HOWARD UNIVERSITY, WASHINGTON, D.C.**

*Bachelor of Science, Mechanical Engineering, May 1988*

**XAVIER UNIVERSITY, NEW ORLEANS, LA**

*Bachelor of Arts, Physics, May 1988*

**RELATED PROFESSIONAL EXPERIENCE**

- New Orleans Sewerage & Water Board Construction Review Board, 2003 – 2005
- Housing Authority of New Orleans- Resident Loan Corporation Review Committee,  
2000 - present
- Entergy Outstanding Service Award, 2003
- St. Augustine High School Service Award, mentor, 2002 - present
- Booker T. Washington High School Service Award, mentor, 2000 - 2002
  
- Honeywell's Plant Savings-Winning Together Award, recipient, 1996-2000
- Work Initiative Corporate Mentor Program, 1994
- National Black MBA Association, 1992- present

**Eric M. Smith**  
3621 Robert Street  
New Orleans, Louisiana 70125  
(225) 572-1682  
[eric@jamerosmith.org](mailto:eric@jamerosmith.org)

### Purpose

To ensure a level of application of technology that enhances student learning and respects the student teacher relationship and the importance of traditional study.

### Education

Louisiana State University  
Bachelor of Science, Computer Science, December 1999

### Professional Experience

#### **Freeport McMoRan**

Senior Software Architect and Engineer (2000-Present)

Primary role is to design and implement software for use across all aspects of Freeport's business. Developed a website used by the mining industry to price and bid on shipments of copper concentrate. Development, rollout and support of a Human Resources and Payroll application with emphasis on integration with existing technologies. Development and support of a supply chain management application used worldwide to track stock and assist in purchase prediction. Design, development and support of multiple internal web sites.

Secondary roles include: Assessment of emerging technologies and their possible applications within the organization. Support of a wide array of existing applications built on multiple technologies. Assist co-workers with learning the tools and techniques of Freeport's existing application architecture.

#### **LSU Department of Sociology**

Technology Assistant (1995-1999)

Worked with professors and researchers focusing on data entry, manipulation and retrieval. Developed the application used by the MARFIN socio-demographic database, a project to assess the socioeconomic impact of fisheries policies. Designed and built multiple websites for the Dept. of Sociology and the Louisiana Population Data Center. Built and deployed PCs and servers and assisted in several projects to upgrade the network throughout the department.

### Community Involvement

#### **BIA Revitalization: Education and Culture Committee Member**

Member of the committee since its inception and lead the effort to restore the grounds of the Keller Library.

**Jason E. Cantrell, Esq.**  
**3623 Louisiana Ave. Pkwy., New Orleans, LA 70125 · (504) 975-3028**  
[cantrellaw@aol.com](mailto:cantrellaw@aol.com)

## **PROFILE**

Attorney displaced by Hurricane Katrina seeking a position utilizing my legal expertise in criminal law, juvenile defense, civil litigation, domestic/family law, personal injury, contracts and transactional work.

## **EDUCATION**

Southern University Law Center, Baton Rouge, LA **1995**  
Juris Doctorate

Eastern Michigan University, Ypsilanti, MI **1991**  
Bachelor of Science Public Administration, Minor: Sociology

## **PROFESSIONAL HISTORY**

2001 – Present	General Practitioner	Law Office of Jason E. Cantrell, New Orleans, LA
2001 – Present	Attorney	Orleans Parish Indigent Defense Program, LA
1997 – Present	Adjunct Professor	Southern University at New Orleans, LA
1995 – 2002	Associate Attorney	The Cantrell Law Firm, New Orleans, LA
1991 – 1992	K-6 Teacher	Detroit Boards Of Education, MI

## **PROFESSIONAL OVERVIEW**

### **CRIMINAL LITIGATION**

#### **Law Office of Jason E. Cantrell & Orleans Parish Indigent Defense Program**

- Represented juveniles and their parents in criminal matters ranging from curfew violations, drugs and gun possession to armed robbery and homicides. Averaged 20-30 cases a month.
- Prepared and argued criminal motions/briefs in District and Appellate courts on issues of felony drug possession and distribution, gun charges, stolen property, theft, burglary, armed robbery and homicides.
- Experienced trial attorney in 25+ civil and criminal jury trials and 50+ judge trials and administrative hearings.
- Currently representing 1 of 8 defendants accused of conspiracy and second degree murder in a high school gym (gang related).

### **CIVIL LITIGATION**

#### **The Cantrell Law Firm**

- Represented The City of New Orleans as the attorney for two city commissions, The Historic District Landmarks Commission and The Vieux Carre Commission (French Quarter). Work product involved representing the commissions against homeowners who failed to obtain requisite work permits and/or destroyed property within the historic districts and the French Quarters.

- Served as defense attorney for The Housing Authority of New Orleans.
- Obtained insurance defense work experience through work with the Louisiana Insurance Guaranty Agency (LIGA) representing bankrupt insurance companies who were taken over by the State after bankruptcy

**Jason E. Cantrell, Esq., Page 2**  
**3623 Louisiana Ave., Pkwy, New Orleans, LA 70125 • (504) 975-3028**  
[cantrellaw@aol.com](mailto:cantrellaw@aol.com)

## **DOMESTIC/FAMILY LAW**

### **Law Office of Jason E. Cantrell**

- Protected the interest and rights of clients in domestic and family proceedings related to divorce, child support, and visitation.

## **PERSONAL INJURY**

### **Law Office of Jason E. Cantrell**

- Served as plaintiff attorney in auto accidents and insurance claims cases.

## **CONTRACTS AND TRANSACTIONAL WORK**

### **Law Office of Jason E. Cantrell**

- Performed contracts/transactional work for corporations and limited liability companies, which consisted of drafting and filing documents for corporations, limited liability companies.
- Represented landlords and tenants in eviction proceedings.
- Obtained city permits for small businesses and provided defense when the city threatened to take said permits.

### **The Cantrell Law Firm**

- Reviewed the contracts between the Housing Authority and the federal Housing and Urban Development agency.

## **HIGHER EDUCATION**

### **Southern University at New Orleans**

- Taught several undergraduate courses as an Adjunct Professor. Course work included Introduction to Criminal Law, Courts and how they functioned, Constitutional Law, Criminal Procedure and Juvenile Justice.

### **Southern University Law Center**

- Served as a graduate assistant in law school for 2 years in the areas of criminal and tort law (personal injury).
- Tutored students and worked closely with the instructors developing lesson plans and student development.

**PROFESSIONAL/AFFILIATE ORGANIZATIONS**

Member, Louisiana State Bar Association

Member, National Bar Association (Criminal Law section)

Member, New Orleans Bar Association

Past President, Greater New Orleans Louis A. Martinet Legal Society

Board Member, Teen Court New Orleans

Legal Counsel, Louisiana Avenue Parkway Area Association (Neighborhood organization)

Member, Broadmoor Improvement Association (Legal Committee) (Neighborhood organization)

**La Toya Cantrell**  
**Program Development Manager**  
**lwcantrell@bellsouth.net**

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3623 Louisiana Avenue Parkway · New Orleans, LA 70125 · (504) 722.6102

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## **QUALIFICATIONS PROFILE**

Performance-driven professional with extensive experience and impressive achievements within pivotal areas of nonprofit management, community outreach, and program development. Demonstrated ability to deliver under pressure and produce desired results. Seven years of expertise verified within the following areas:

- |                             |                         |
|-----------------------------|-------------------------|
| – Financial Analysis        | – Budget Control        |
| – Volunteer Recruitment     | – Board/Media Relations |
| – Database Management       | – Project Coordination  |
| – Mediation                 | – Staff Management      |
| – Strategic Problem Solving | – Committee Leadership  |

## **BUSINESS EXPERIENCE**

**Greater New Orleans Education Foundation (Non-Profit Organization) 1998-Present**

### **Manager**

- Manage an annual operating budget and various project budgets totaling 1.3+ million.
- Monitor and manage accounts payable, payroll, general ledger, petty cash, bank reconciliation, bank deposits & transfers, and periodically report the status of each to the Executive Director, the State and the Internal Revenue Service.
- Complete financial reports for public/private grants, the executive director, and independent auditors.
- Provide technical/financial support and training to university program coordinators.
- Serve as financial liaison between the Executive Director, grant agencies and, independent contractors.
- Support independent contractors to facilitate the development and timely completion of projects.
- Prepare written correspondence, maintain grant compliance materials and provide administrative support to the executive director, Board of Directors, and consultants.
- Coordinate meetings, seminars, school board retreats, community forums and fundraisers.
- Develop briefing books, programs, invitations, agendas, and PowerPoint presentations when requested by the executive director, the Board of Directors, project committees, and special event committees.
- Conduct research relative to grants, best practices and the status of urban public school districts.

**La Toya Cantrell · Program Development Manager**  
**(504) 827-0567 · [lwcantrell@bellsouth.net](mailto:lwcantrell@bellsouth.net)**

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## **BUSINESS HIGHLIGHTS**

**Greater New Orleans Education Foundation (Non-Profit Organization) 1998-Present**  
**Manager**

- Lead Research Assistant in the development of a five-year strategic plan for reform of the New Orleans Public Schools.
- Managed and assisted in the development of television, print and radio ads for an advertisement campaign geared towards uprooting negative behaviors in the community, surrounding public education.
- Instituted a phone bank & volunteer recruitment office for the Ad campaign by hiring & training staff, as well, providing written correspondence, stationery, caller logs, volunteer's applications, and district brochures.
- Assisted with the design of a volunteer recruitment database for the New Orleans Public School District to track, retain and manage academic/non-academic volunteers.
- Organized the ad campaign steering committees and facilitated parental involvement meetings to gain input from parents and the community at-large.

## **PROFESSIONAL DEVELOPMENT & AFFILIATIONS**

### **Education**

**Bachelor of Arts Degree, Sociology and Political Science**  
Xavier University of Louisiana, 1997

**\*\*Relevant Coursework:** Business and Organizational Management, Public Administration and Policy, Business Ethics, and Social Policy.

### **Development & Training**

Management/ Leadership Training  
Schools & Communities  
Local Intermediaries, Local Education Funds and Public Education  
Building Sound Relationships with the Business Community  
Grant Compliance Seminar

### **Affiliations**

Member, Public Education Network  
Board Member, Teen Court New Orleans  
President, Broadmoor Improvement Association, Inc.  
Member, Young Leadership Council  
President, New Orleans Chapter of Bench & Bar Spouses  
Volunteer, Southeast Louisiana Muscular Dystrophy Association

Nancy Stravinsky Isaacson, NBCT  
3504 Napoleon Avenue  
New Orleans, Louisiana 70125  
[nstravin@lysoc.com](mailto:nstravin@lysoc.com)  
504-931-8024

## **EDUCATION**

August, 1997 Master of Science, emphasis in chemistry, University of Southern Mississippi, August, 1997

August, 1993 Bachelor of Science, Science Education, emphasis in physics and chemistry, University of Southern Mississippi.

## **EXPERIENCE**

August, 2003 – December, 2005	Teacher, Isidore Newman School, New Orleans, Louisiana, AP Physics, honors physics, chemistry.
June 2001 – August 2004	Consultant, National Science Foundation Teacher Enhancement Project, Hattiesburg, Mississippi
August, 2000 – June, 2003	Teacher, Biloxi High School, Biloxi Mississippi, AP Physics, physics, chemistry, astronomy.
June, 1998 – May, 1999	Teacher, Pearl River Community College, Poplarville, Mississippi, General Chemistry.
August, 1996 – June, 2000	Teacher and Science Department Chair, Bay High School, Bay Saint Louis, Mississippi, AP Chemistry, physics, chemistry.
August, 1993 – May, 1996	Teacher, Hancock County Junior/High School, Kiln, Mississippi, physics, chemistry, physical science.

## **HONORS AND AWARDS**

National Board Certification, 2001  
Who's Who in American High School Teachers, 2000  
General Electric Outstanding Educator Scholarship, 1999  
Tandy Corporation Outstanding Teacher, 1997, 1998  
District Teacher of the Year, Bay Waveland School District, 1998  
Teacher of the year, Bay High School, 1998  
Dupont Fellow, 1997  
Teacher of the Year, Hancock County Junior High School, 1996  
Herb Handley Award, Most Distinguished New Science Teacher in Mississippi, 1996



## **PROFESSIONAL ASSOCIATIONS**

National Science Teachers' Association, 1993 – Present  
Mississippi Science Teachers' Association, 1993 – Present  
American Federation of Teachers, 1993 – 1996  
Hancock County School for Success, Advisory Board Member, 1994 -1996  
Mississippi Academy of Sciences, 1994 -1997

## **PROFESSIONAL ACTIVITIES**

Teach for America sponsor, 2004 – 2005  
Quiz Bowl Coach, Newman School, 2003 - 2005  
Board of Directors, Mississippi Science Teachers' Association, 2001 – 2003  
Faculty Sponsor, Physics Club, Biloxi High School, 2001 - 2003  
Presenter, Mississippi Science Teacher Conference, 1996, 1998, 2000 – 2003  
Science Fair Judge, Biloxi School District, 2001, 2002  
Participant, Jones County Junior College Technology Conference, March, 2000  
Member, Selection Committee, Mississippi School for Math and Science, 1999  
Member, Mississippi Teacher Forum, 1998 – 2000  
Member, Bay – Waveland School District Technology Committee, 1996 - 1998  
Participant, A.C.T. Preparatory Seminar, fall, 1997  
Member, District Computer Leadership Team, Bay - Waveland School District,  
1996 – 1998  
Participant, Apple Classrooms of Tomorrow (ACOT), Computer Seminar, fall, 1997  
Participant, National Science Teachers' Association Convention, New Orleans,  
Louisiana, April, 1997  
Advisor, National Honors Society, Bay High School Chapter, 1995 – 1997  
Faculty Advisor, International Science Fair, Tucson, Arizona, May, 1996  
Coordinator, Hancock Junior High School Science Fair, 1993 – 1996  
Presenter, Coordinator and Participant, Hancock County School District Professional  
Development Academy:  
1995 – Computer and technology training  
1994 – Integration of humanities in the science curriculum  
1993 – Integration of science and industry in the classroom  
Coordinator and Presenter, Performance Assessment Workshop, Indianola School  
District Staff Development, August, 1995  
Featured Speaker, Louisiana State Initiative Project (LaSIP), Lafayette, Louisiana,  
May, 1995  
Presenter, Performance Assessment Workshop, Mississippi Department of Education,  
closed circuit Mississippi Educational Television broadcast, June, 1995  
Presenter, Mississippi Academy of Sciences, Incorporation of humanities in the Science  
Curriculum, Biloxi, Mississippi, November, 1994  
Presenter, National Science Teachers' Association Convention, 1993, 1994

**Harry Arthur Roark III**  
2137 South Lopez Street  
New Orleans, Louisiana 70125  
(504) 650-3278  
halroark@cox.net

### EDUCATION

Tulane University School of Social Work  
Master of Social Work, December 1993

Yale University  
Bachelor of Arts, December 1988

### PROFESSIONAL EXPERIENCE

#### **Broadmoor Development Corporation**

Executive Director (September 2006 to present)

Responsible for attracting and utilizing resources to implement the Broadmoor Neighborhood Improvement Plan created by the Broadmoor Improvement Association.

#### **Broadmoor Improvement Association, Inc.**

Revitalization Committee Co-Chair (January 2006 – September 2006)

Duties included: assisting in the overall design of the BIA recovery efforts; creating, organizing, and managing revitalization work group committees and subcommittees; public speaking and neighborhood advocacy; promoting and achieving consensus on neighborhood policies; writing sections of the Redevelopment Plan for Broadmoor; editing the entire Plan; negotiating resources for Broadmoor with donors; and more. Achievements include successfully proving Broadmoor neighborhood viability, elimination of the redevelopment threat to our neighborhood, and positioning Broadmoor to receive millions of dollars in neighborhood improvements.

#### **FAST Property Solutions, Inc.**

Founder and President (2003 – September 2006)

Founded for-profit company to renovate and to resell New Orleans' shotgun homes, primarily to first time home buyers. Skills and duties include: forming LLCs and corporations; attaining financing; making offers on properties; purchasing properties; hiring contractors; managing renovations; and reselling the properties for a profit. Specialties include renovating homes needing significant structural repairs and creative real estate deals involving options, lease options, bond for deeds, and other advanced purchase and sale techniques.

#### **Roark and Associates, LLC**

Founder and President (2004 – September 2006)

Create, write, produce, and sell my own real estate investing books, audio tapes, and DVDs on various aspects of successful real estate investing. Speak nationally to large and small groups to train students in the advanced techniques. Consult with individual investors and investing groups on successful local real estate development opportunities.

#### **The Seton Resource Center for Child Development**

**Founder and Executive Director (1998-2002)**

Created non-profit New Orleans agency to provide free school based health services to inner city children and families. Guided agency from conception stage through eventual successful leadership transition. Set agency strategic vision and strategy year to year. Developed and coordinated annual grant writing and fundraising campaigns to sustain existing, and launch new, initiatives. Developed annual budgets, monitored and corrected monthly cash flow variances, and reported agency progress and challenges to quarterly Daughters of Charity board of directors. Hired, trained, and managed staff of twenty five, including five paid staff and twenty volunteers, across the city at over two dozen school based health care facilities. Ensured regulatory compliance with government, school, health care, and funding agencies. Developed strategic and collaborative campaigns to raise funds and advance children's issues throughout the city. Partnered with faith communities, universities, private donors, corporations, foundations, and other non-profits to execute goals. Managed for transparent and measurable goals, which provided demonstrable results, ensuring increased funding yearly for SRCCD programs. Achievements include growth of this non-profit program from the idea stage to a large, twenty five person operation at over two dozen sites with an annual budget of over \$250,000 and total grants received of over a million dollars.

**St. Stephen School, New Orleans, Louisiana**

**School Social Worker (1994-1998)**

Researched and implemented best practice models in preventive mental health programs to cost-effectively support faculty, families, and students. Developed internship program to leverage more resources for the school. Provided clinical social work services to a diverse student body.

**AFFILIATIONS**

Member of the Broadmoor Improvement Association, Inc.

Member and past board member of the non-profit New Orleans Real Estate Investors Association, Inc.

Member of the National Association of Real Estate Investors

Member of the National Association of Social Workers

Past member of the Association of Marriage and Family Therapists

# VIRGINIA SAUSSY BAIRNSFATHER

## EDUCATION

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1985-1988 Newcomb College of Tulane University, New Orleans,  
Louisiana

*BA, English*

- Undergraduate degree in Language, Writing and Rhetoric with emphasis on expository writing.
- Postgraduate studies in marketing and general business.

1984-1985 William Woods College, Fulton, Missouri

## PROFESSIONAL EXPERIENCE

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May 2001 – present Mignon Faget, Ltd. New Orleans, Louisiana

*Executive Vice President*

- Responsible to all aspects of Sales, Marketing and Administration for New Orleans based jewelry design, manufacturing and sales firm. Responsible for expansion and growth of the company and a revenue increase of thirty percent. Developed company trainings program for all sales staff and re-merchandised all locations, inventory and product mix. Also responsible for human resources including the development and implementation of company's first every employee manual and policies and all areas of intellectual property law. Management of 75 employees.

March 1997 – April 2001 Verizon Wireless Metairie, Louisiana

*Regional Marketing Director, Gulf Coast Region*

- Began with company as PrimeCo Personal Communications in the position of Marketing Communications Manager and received promotions to the position of Regional Marketing Director. Responsible for all aspects of advertising, public relations and marketing including but not limited to the build out plan demographics for the Gulf Coast Region. Also responsible for sports marketing, sales promotions and pricing programs. During this time in the wireless industry I was directly responsible for or consulted with markets in Orlando and Tampa, Florida and Houston, Corpus Christie and the Rio Grand Valley in Texas in addition to the New Orleans/Baton Rouge/Mississippi Gulf Coast/Mobile and Pensacola market that was my primary region.

August 1991 – March 1997 Mignon Faget, Ltd. New Orleans,

Louisiana

*Marketing Director*

- Responsible for all aspects of marketing, advertising and public relations and the development of and management of the mail order department.

COMMUNITY ACTIVITIES

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Krewe of Muses, Founding Officer and Design/Theme Chair – 2000, 2001, 2002, 2003, 2004, 2005, 2006

Broadmoor Improvement Association, Board Trustee – 2005-2006

Women of the Storm - 2006

COPSII, Citizens Organization for Police Support of Second District, Board of Directors – 2005, 2006

Dress for Success, Advisory Board – 2004-2005

Audubon Riverside Neighborhood Association - Board of Directors and Communications Chairman, 2002

Friends of the Library - Board of Directors – 2000, Membership Committee Chairman – 2000

New Orleans Symphony Crescendo Board of Directors – 1999-2000

Contemporary Arts Center, Board Of Directors - 1996-97, 1997-98, 1998-1999; Executive Secretary - 1997-98; Membership Committee Chairman - 1996-97, 1998-1999, Special Events Committee – 1998-1999; Century Club Steering Committee Chairman - 1996-1998; Marketing Committee - 1993 – 1996; Century Club Steering Committee - 1995-2000; Absolut New Orleans Committee - 1995, 1996, 1997, 1998, 1999, 2000; SweetArts Ball Committee – 1998, 1999, 2000, 2001 (Chairman)

New Orleans Police Foundation, Walk The Beat Chairman – 1997, 1998; Walk The Beat Committee – 1999, 2000; Fundraising Committee – 1998; Creator of Walk The Beat, 5K walk/run benefiting the NOPD

New Orleans Film and Video Society, Film Festival Gala Committee – 1998, 1999

Preservation Resource Center, Holiday Home Tour House Captain – 1999, Julia Jump 1996 - Publicity Chairman

NO/AIDS Task Force, Art Against AIDS Committee - 1994

Fashion Group International, Board of Directors – 1994; Alpha

Committee - 1995

AWARDS, HONORS, ETC.

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Newcomb College Alumni Association *Outstanding Alumni Award* - 2006

New Orleans Living/Southern Woman Magazine *Spirit Award Recipient* - 2006

Gambit Magazine *Forty under Forty* -2002

MC Media Kingfish Magazine *New Orleans Bet Catch* - 2001

PrimeCo Personal Communications, Impact Award for service excellence 1998

Advertising Club of New Orleans, ADDY Award recipient for excellence in advertising 1992, 1993, 1994, 1996.

Fashion Group International, Awards for excellence in advertising and promotion 1992, 1993, 1994, 1995, 1996, 1997

Freelance writer published by The Times Picayune, 2002 and monthly column for MC Media Group, St. Charles Avenue Magazine, 2001-2003.

# MARILYN T. CRUMP

4120 Walmsley Avenue • New Orleans, LA 70125  
504.821.8120 • 504.616.4275 • mtc33@hotmail.com

## CUSTOMER SERVICE / CUSTOMER SUPPORT

• Thrives in Fast-Paced Environments •

### PROFILE

Customer-focused professional with expertise in customer service, problem solving, relationship building, and understanding customer needs. Superb ability to interact with a diverse population at all levels from front desk to upper management. Strong ability to create and communicate a call to action; ability to respond rapidly and appropriate to changing circumstances. Collaborate with numerous departments to assist customers with billing inquiries and preparing partial payment schedules. Excellent relationship-building skills; utilize proven strategies to resolve customer problems; keen ability to listen and provide winning solutions.

*"She is very understanding and goes the extra mile to help customers with customer service-related issues...is dependable and will be an asset to any company that employs her."*

Ernest Duhe, Manager  
Advance Mortgage Company, LLC

### PROFESSIONAL EXPERIENCE

#### City of New Orleans, Louisiana

1979 to Present

*Began as an Assistant with the New Orleans Public Library in 1979. Advanced from Clerk and, due to excellent job performance, promoted to Customer Service Assistant with increasing responsibilities. Worked in various departments including Safety & Permits, Department of Streets, Department of Property Management, and Department of Finance.*

#### **Department of Finance, Bureau of Treasury, Real Estate Section**

##### Customer Service Assistant – 1989 to Present

- Assist customers with information and payments regarding real estate, personal property automotive and business taxes; prepare tax bills on adducted property.
- Research third-party tax sales and redemptions in Office of Conveyance, Notarial Archives, Office of Real Estate and Records, and Recorder of Mortgages.
- Assist customers with partial payment plans; make recommendations for payment schedules.
- Collaborate with Orleans Parish Assessor's office, numerous mortgage and title companies, and attorneys to prepare tax bills.

#### **Department of Property Management, Communications Sections**

##### Clerical Specialist – 1985 to 1989

- Charged with preparation and reconciliation of South Central Bell and AT&T local and long distance telephone billing for all city departments; interacted with appropriate departments regarding billing problems and / or inaccuracies.
- Interacted with service providers and various other city agencies.

#### **Department of Streets / Maintenance, Complaint Department**

##### Clerk I – 1983 to 1985

- Handled multi-line telephone system to answer customer complaints or inquiries regarding city streets.
- Prepared customer complaint reports and distributed to appropriate personnel; scheduled street inspections.

*"I would like to thank her for her help, and I would like to commend you and the City of New Orleans for hiring such a dedicated and knowledgeable employee."*

*M. Dogans, President  
Claiborne Avenue Ventures*

***Professional Experience Continued...***

**Department of Safety & Permits, Electrical Inspection Section**

**Clerk / Assistant Bookkeeper – 1980 to 1983**

- Charged with maintaining electrical permits.
- Utilized 10-key calculator to assist with posting daily work and payments to customer accounts.

**New Orleans Public Library, Louisiana History and Genealogy Section**

**Assistant – 1979 to 1980**

- Extensive research of information dating back to the 18<sup>th</sup> Century through the present to assist customers with genealogy research utilizing obituaries published in various New Orleans papers.

**COMPUTER SKILLS**

Internet Research, Word, Specialized Database

**PROFESSIONAL AFFILIATIONS**

Board Advisor, Broadmoor Neighborhood Association, 2004 to Present  
Upperroom Bible Church, Participate in Various Community Outreach Projects  
Member, Rebuild Together (Christmas in October)

**EDUCATION**

City of New Orleans Civil Service Continuing Education, 1980 to 1996  
Areas of Study: Customer Service, Human Relations, Employee Supervision,  
Records Management

Dillard University of New Orleans, Louisiana, 1972 to 1974  
Area of Major Concentration: Communications

References Available Upon Request



**c. Describe the roles and responsibilities each of the following have played in the application design, development and implementation of the school for the following:**

- **Board officers**
- **Individual Board Members**
- **Committees**

The members of the Board, both individually and collectively, have been highly involved in the application design and development of the proposed Andrew H. Wilson Charter School. In particular, several members of the Board, including those members with educational backgrounds and those with business and financial backgrounds, were fully engaged in the selection process that led to the decision to partner with Edison Schools as AHWCS' educational management company. The process to fully vet the Edison model and the company's capacity to serve the School effectively involved several meetings both in New Orleans and New York City, where the company is headquartered. In addition, members of the Board visited an Edison School in a low income, predominantly African-American section of Atlanta, Georgia, in order to develop a stronger understanding of the academic program as implemented in the classroom and the operational support the management company offers to its schools. Those board members who may not have had as "hands-on" a role as others in the evaluation of Edison Schools were kept fully abreast of the discussions at regularly scheduled Board meetings, and all members voted affirmatively to select Edison Schools as the School's management company.

All members of the School's Board have been involved in developing the School's mission and vision statements and each member has had responsibility for providing input and reviewing the School's application. Thus, there is particularly strong consensus among the Board regarding the overall academic and operational design of AHWCS.

Upon approval of the charter application, the Board will play an important role in the start-up phase of the School from partnering with Edison in recruiting the school leader, to securing the School's home and overseeing the necessary rehabilitation of the building, to securing available public grants, to marketing and outreach to families applying for seats in the school for their children, among other roles. To accomplish this in the most efficient and effective manner, the Board will more fully flesh out and formalize the creation of necessary committees to take responsibility for and/or manage the different start up functions during the pre-opening phase and then play appropriate roles in the ongoing operation of the School. In particular, the Board will consider creating the following committees:

- **Education Committee** which will, working closely with Edison Schools, be tasked immediately with recruiting a school leader and then once that leader has been hired, provide support to the school leader in the recruitment of instructional and non-instructional staff;

- **Finance and Audit Committee** which will, in conjunction with Edison Schools, take responsibility for, among other things, setting up the appropriate bank accounts for the School, ensuring financial controls are in place and providing oversight of the School's finances;
- **Facilities Committee** which will be charged with working to identify and secure a school building for AHWCS to operate by September 2007;
- **Public Relations Committee** which will, until such time as the Principal is hired, be responsible for managing the student outreach, recruitment and application process;
- **Board Development Committee** which will be responsible for prospecting potential candidates for Board membership; and
- **Fund Development Committee** which will be responsible for ensuring that the School applies for all start-up and entitlement grants available to support both the pre-opening and first year of operations as well as seeking private grants to support the school.

Additional committees, both ad hoc and standing, will be created based on identified areas of need throughout the start-up phase and ongoing through the life of the school.

27. Describe the intended policies and procedures that will be used by the board to govern the proposed school.
- a. Provide a board-approved set of by-laws for the nonprofit corporation, which includes the following:
- Officer positions designated and the manner in which officers are selected and removed from office;
  - The manner in which members of the governing body are recruited and selected;
  - The manner in which vacancies on the governing board are filled;
  - The term for which members of the governing body serve; and
  - By-laws should indicate the committees that the corporation would create, e.g., audit, finance, compensation and delineate the functions and powers of those committees, and the proof of compliance with Louisiana Open Meetings Act.

The following are the Broadmoor Charter School Board's by-laws.

**Broadmoor Charter School Board, Inc.**  
**Bylaws**

**ARTICLE I**  
***Purposes***

The purpose for which the Broadmoor Charter School Board, Inc. is organized shall be to operate and govern one or more charter schools.

**ARTICLE II**  
***Board Members***

**Section 1:** The Broadmoor Charter School Board (the "Board") shall consist of at least 5 and no more than 15 standing board members. All standing board members shall have identical rights and responsibilities. The Board may have an unlimited number of at-large members, who will not have voting power.

**Section 2:** Board members shall be sought who reflect the qualities, qualifications and diversity determined by the Board to foster the academic, financial and operational excellence of the school or schools it oversees.

**Section 3:** The Broadmoor Charter School Board Nominating Committee shall present a slate of potential members and officers for election by the Board members. This slate shall be presented at the annual meeting of the Board.

**Section 4:** Members shall serve a term of three (3) years from the date of their appointments or until their successors are seated. A full three-year term shall be considered to have been served upon the passage of three (3) annual meetings. After election, the term of a Member may not be reduced, except for cause as specified in these bylaws. No Member shall serve more than two (2) consecutive, three-year terms. Members shall take office on June 1 following the annual meeting at which their appointment is announced. Fulfilling an incomplete term is not considered part of the term limit. Members shall serve staggered terms to balance continuity with new perspectives.

**Section 5:** Any vacancy occurring in the Board and any position to be filled by reason of an increase in the number of members may be filled, upon recommendation of a qualified candidate by the Nominating Committee, by the affirmative vote of the majority of the seated members. A Member elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office.

**Section 6:** A Member may upon filing a written resignation with the Chair of the Board.

**Section 7:** The Board may remove any Officer or Member for cause by two-thirds (2/3) vote of the entire Board at any regular or special meeting of the Board, provided that a statement of the reason(s) shall have been mailed by Registered Mail to the Officer or Member at least thirty (30) days before any final action is taken by the Board. This statement shall be accompanied by a notice of the time when, and the place where, the Board is to take action on the removal. The Officer or Member shall be given an opportunity to be heard and the matter considered by the Board at the time and place mentioned in the notice.

**Section 8:** Members of the Board:

- (a) Shall receive no payments of honoraria, excepting reimbursement for expenses incurred in performance of voluntary Broadmoor Charter School Board activities in accordance with Broadmoor Charter School Board policies.
- (b) Shall serve the Broadmoor Charter School Board with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with the Broadmoor Charter School Board.
- (c) All participants in Board work are bound by the Louisiana Code of Governmental Ethics (LA R.S. 42) and by other applicable state and federal law.
- (d) Shall have no direct or indirect financial interest in the assets or leases of the Broadmoor Charter School Board; any Member who individually or as part of a business or professional firm is involved in the business transactions or current professional services of the Broadmoor Charter School Board shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.

### **ARTICLE III** *Officers*

**Section 1:** There shall be a minimum of four (4) elected officers of the Board: a Chair; a Vice-Chair, a Secretary, and a Treasurer.

**Section 2:** The Nominating Committee shall present a slate of Officers to the Board. The nominated Officers shall be drawn from among the standing members of the Board. The election of Officers shall be held at the annual meeting of the Board.

**Section 3:** The newly elected Officers shall take office on June 1 following the close of the meeting at which they are elected and the term of office shall be one year, or until respective successors assume office. A Member may serve more than one (1) term in the same office, but not more than two (2) consecutive terms in the same office.

**Section 4:** In the event that the office of the Chair becomes vacant, the Vice-Chair shall become Chair for the unexpired portion of the term. In the event that the office of the Vice-Chair or Secretary-Treasurer becomes vacant, the Chair will appoint interim Officers to fill such vacant offices until a scheduled meeting of the Board can be held.

## **ARTICLE IV**

### ***Meetings***

**Section 1:** The annual meeting of the Board shall occur in the last quarter of the academic year. There shall be at least five (5) other regular meetings of the Board held each year. Notice shall be given to each Member thirty (30) days prior to the date of every regular meeting of the Board. Notice to the public shall be provided in accordance with the requirements of the Louisiana Open Meetings Law.

**Section 2:** Special meetings of the Board may be called by the Chair or by a majority of the Board filing a written request for such a meeting with the Chair and stating the object, date, and hour therefore, due notice having been given each Member five (5) calendar days prior to the meeting. To the extent practicable, notice shall be provided to the public of such meetings, consistent with the requirements of the Louisiana Open Meetings Law.

**Section 3:** One-half (1/2) of the members then in office shall constitute a quorum for the transaction of business at any regular or special meeting of the Board, except where otherwise required by these Bylaws.

**Section 4:** The Board shall select its own meeting format in any method allowed by the laws of the state of Louisiana. Any such meeting, whether regular or special, complying with Sections 1 or 2 of Article IV shall constitute a meeting of the Board and shall subscribe to the policies, procedures, and rules adopted by the Board.

**Section 5:** Notice of all regular and special meetings of the Board, an agenda of all items to be discussed at such meetings, and agenda support materials shall be circulated to all members prior to the meeting. Any Member may waive notice of any meeting. The attendance of a Member at any meeting also shall constitute a waiver of notice of such meeting, except where a Member attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

**Section 6:** No Board action shall be taken outside of a public meeting held consistent with the requirements of the Louisiana Open Meetings Law (LA-R.S. 42:4.1 *et seq.*), except to the extent allowed within executive sessions pursuant to that law. The Board will fully comply with all requirements of the Louisiana Open Meetings Law.

**Section 7:** Voting by members by proxies shall not be permitted.

**Section 8:** An absentee Board member may not designate an alternate to represent him or her at a Board meeting.

## **ARTICLE V**

### ***Staff***

The Board shall have the discretion to appoint a chief staff person, who shall be responsible for carrying out the work of the Broadmoor Charter School Board in accordance with the policies established from time to time by the Board.

## **ARTICLE VI**

### ***Executive Committee***

**Section 1:** There shall be an Executive Committee comprised of the officers of the Broadmoor Charter School Board. The Executive Committee shall be convened by the Chair when it is not possible to convene the Board in a timely fashion, or shall be authorized to act on behalf of the Board by action of the Board. Actions of the Executive Committee shall require ratification by the full Board at its next meeting. Meetings of the Executive Committee will be subject to the requirements of the Louisiana Open Meetings Law.

**Section 2:** The Executive Committee shall not serve as an intermediary between the Board and its committees or task forces. The Board may delegate to the Executive Committee, to the extent provided in a specific resolution, any of the Board's powers and authority, except with respect to:

- (a) the filling of vacancies on the Board or in any committee which has the authority of the Board;
- (b) the amendment or repeal of Bylaws or the adoption of new Bylaws;
- (c) the amendment or repeal of any resolution of the Board which provides that such resolution may not be amendable or repealable by the Executive Committee;
- (d) the approval of any self-dealing transactions;

- (e) the sale, transfer, or distribution of all, or substantially all, of the assets of the corporation;
- (f) the sale, transfer, or purchase of real property;
- (g) the merger or dissolution of the corporation;
- (h) the appointment of committees of the Board or the members thereof;
- (i) the setting of the budget or approval of audits; and
- (j) any action prohibited by the Articles of Incorporation, these Bylaws, or the laws of the state of Louisiana.

## **ARTICLE VII**

### ***Other Committees and Task Forces***

**Section 1:** The Chair shall appoint committees or task forces of the Board, except the Nominating Committee. Committees may be composed of Members or community member, or both. The Board may prescribe the need and/or the composition of such committees.

**Section 2:** There shall be a standing Nominating Committee. This committee shall be composed of five (5) persons recommended by the Chair and elected by the Board at its annual meeting. Each committee member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of committee membership. The committee shall elect its own chair. At least two (2) members of the committee shall not be current members of the Board.

**Section 3:** The duties of the Nominating Committee shall be:

- (a) to study the qualifications of candidates and present a slate of the best qualified as nominees for the vacant Member positions on the Board;
- (b) to present a slate of nominees for Officers to the Board for election at the annual meeting;
- (c) to recommend candidates to the Board to fill vacancies that arise outside the regular nominating process;
- (d) to provide ongoing orientation to members;
- (e) to oversee a Member assessment process to ensure optimum performance;
- (f) to recommend the appointment of a past Chair to the Board, if necessary, in the interests of continuity.

**Section 4:** There shall be a standing Finance Committee. This committee shall be composed of at least three (3) persons recommended by the Chair and elected by the Board at its annual meeting. The committee shall elect its own chair. It shall be the province of the Finance Committee to attend and inquire into issues pertaining to financial issues impacting the Board and any school or schools it oversees.

## **ARTICLE VIII**

### **Conflicts of Interest**

## **Section 1: PURPOSE**

The purpose of this conflicts of interest policy is to protect the Board's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a trustee or officer of the Board. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to non-profit corporations.

## **Section 2: DEFINITIONS**

- a) Interested Person: Any trustee, principal officer, or member of a committee with board delegated powers who has a direct or indirect financial interest, as defined below, is an interested person.
- b) Financial Interest: A person has financial interest if the person has, directly or indirectly, through business, investment or family - -
  - (1) An ownership or investment interest in any entity with which the Board has a transaction or arrangement, or
  - (2) A compensation arrangement with the Board or with an entity or individual with which the Board has a transaction or arrangement, or
  - (3) A potential or actual ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Board is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate board or committee decides that a conflict of interest exists.

## **Section 3: PROCEDURES**

- a) Duty to Disclose: In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and must be given the opportunity to disclose all material facts to the directors and members of committees with board delegated powers considering the proposed transaction or arrangement.
- b) Determining Whether a Conflict of Interest Exists: After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.



c) Procedures for Addressing the Conflict of Interest:

- (1) An interested person may make a presentation at the Board or committee meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.
- (2) The chairperson of the Board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- (3) After exercising due diligence, the Board or committee shall determine whether the Board can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.
- (4) If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the board or committee shall determine by a majority vote of the disinterested trustees whether the transaction or arrangement is in the Board's best interest and for its own benefit and whether the transaction is fair and reasonable to the Board and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

d) Violations of the Conflicts of Interest Policy:

- (1) If the Board or committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- (2) If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Board or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

## **ARTICLE IX**

### ***Fiscal Year***

The fiscal year of the Broadmoor Charter School Board shall begin on July 1 of each calendar year and terminate on June 30 of the next year.

**ARTICLE X**  
***Rules of Order***

Except where they may be conflict with the Articles of Incorporation or Bylaws of the Broadmoor Charter School Board, the rules of order in the current edition of *Robert's Rules of Order* shall govern the conduct of all meetings of the Broadmoor Charter School Board.

**ARTICLE XI**  
***Indemnification***

The Broadmoor Charter School Board shall indemnify its members, Officers, employees, and volunteers to the fullest extent permitted by the law.

**ARTICLE XII**  
***Amendments***

These Bylaws may be amended at a regular meeting by a two-thirds (2/3) vote of all members then in office provided that notice of the proposed amendment, together with a copy thereof, is communicated in writing to each Member at least seven (7) days prior to the meeting at which the amendment is to be considered.

- b. Attach the proposed school's policies and procedures for complying with the *Louisiana Code of Ethics*. The code of ethics and conflict of interest policy applies to board members, officers and employees of the school. Provide details regarding how the school will handle *Code of Ethics* violations.**

The Trustees and employees of the Andrew H. Wilson Charter School will be held to the highest standards of professional and ethical conduct. The following is the Code of Ethics applicable to the Trustees, officers and employees of our school.

### **CODE OF ETHICS**

- Trustees, officers and employees of the Andrew H. Wilson Charter School shall conduct themselves in accordance with the school's mission, charter agreement and applicable law.
- Wherever possible, Trustees, officers and employees of the school will avoid conflicts of interest even the appearance of conflicts of interest and will promptly report any potential conflict to the school director or the chair of the board of trustees.
- Trustees, officer, or employees of any partner organization with the School other than a for-profit management organization shall hold no more than 40% of total seats comprising the Board of Trustees.
- The Board of Trustees shall conduct or direct the affairs of the School and exercise its power, subject to the limitations of applicable authorities, including education law, not-for-profit corporation law, the school's charter and its bylaws. The Board may delegate aspects of the management of the activities of the school to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction.
- Not more than 49% of the people serving on the Board of Trustees of the school may be comprised of (a) people currently being compensated by the school for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.
- Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board committee, except that any Trustee shall be excused from the discussions and vote on any matter involving such Trustee relating to: (a) a "self-dealing transaction" (see below); (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.
- Trustees, officers and employees of school shall not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transactions" means a transaction to which the school is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.
- Trustees, officer or employees having an interest in a contract, other transaction or program presented to or discussed by the Board of Trustees for authorization, approval or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person

about the contract or transaction which might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a Director, Trustee or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the school.

- No Trustee, officer, or employee of a for-profit corporation having a business relationship with the charter school shall serve as voting member of the Board of Trustees for the duration of such business relationship; however, inasmuch as the charter school may take advantage of the breadth of experience and resources—human, financial and otherwise—that the for-profit corporation could bring to the charter school, this restriction shall not apply to the following:
  - Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to, doctors, accountants and attorneys;
  - Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to such charter school;
  - Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning or other financial services organization; or
  - Members of the faculty of the charter school.
- In no instance shall a trustee, officer or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the Board of Trustees for the duration of such business relationship.
- Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters, and the Trustee's interest in the matter will be reflected in the Board minutes.
- Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
- Trustees shall not use his or her position with the charter school to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person, unless that gift is for the use of the charter school.
- Trustees, officers or employees may never ask a subordinate, a student, a student's parent to work on or give to any political campaign.
- Violations of this code of ethics: If an individual (the Complainant) has reasonable cause to believe that a trustee, officer, or employee has failed to disclose actual or possible conflicts of interest, the Complainant shall inform that individual and give him or her an opportunity to explain the alleged failure to disclose. If, after hearing the response of the individual suspected of a failure to disclose and making such further investigations as may be warranted under the circumstances, the Complainant shall bring the matter to the attention of the Board, which shall take appropriate disciplinary and corrective action.

- c. **Attach the proposed school's policies and procedures for complying with the Louisiana Public Records Law, LA-R.S. 44:1 et seq., remembering that the nonprofit corporation must also comply when acting in their capacity as the governing board of the charter school.**

The Andrew H. Wilson Charter School will comply with the requirements of the Louisiana Public Records Law (LA-R.S. 44:1 et seq.). School records are public records and shall be made available for inspection by any person upon reasonable notice during regular work hours.

The School is under no obligation to reproduce any school records except for official agencies to the extent required by law. Copies of school records will be made at the expense of the person making the request, unless specifically required by official agencies. Records classified as privileged or otherwise not subject to disclosure shall not be made public by the School and duplication of such records shall not be permitted.

Certain documents, such as pupil school health records, pupil report cards, supervisory reports on teachers, budget worksheets and personnel folders fall into the category of privileged information and are not public records. Access to or release of such privileged information shall be governed by applicable law, regulations and procedures.

Persons interested in viewing public school records may submit to the school director a written request to view them. A mutually convenient time and place will be arranged. Any request to view records must clearly identify the specific records sought.

- d. In the event of the dissolution of the charter school, attach the procedures that the school would follow for the transfer of students and student records and for the disposition of school assets.**

Should the Andrew H. Wilson Charter School need to dissolve for any reason, the following procedures will be put into place immediately upon certainty of the dissolution.

The dissolution process will begin with a meeting of the leadership team of AHWCS that will include at least the Board Chair, Principal, Director of Operations, its legal counsel, and representatives from Edison Schools. The purpose of this meeting is to review and confirm a dissolution plan and timeline developed by the School's administrative staff that will be used to guide the dissolution process. Upon approval of the plan and timeline, the Principal and the Board President will meet with representatives from the State Superintendent of the Recovery School District and the appropriate Orleans Parish Area Superintendent and/or other appropriate staff to review and discuss the dissolution plan and timeline. The outcome of this meeting is a final dissolution plan and timeline that will be used to manage the dissolution process of AHWCS.

Within no more than five business days of knowledge of the certainty of dissolution, the Board of Directors shall call a Meeting (if there is no planned meeting in that time) and at the meeting shall designate a Director or Committee of Directors as stewards of the school records. The Directors will designate to the School Principal the responsibility to manage the dissolution process of which the Board will oversee. The School Principal may designate the Director of Operations to handle elements of the dissolution process.

AHWCS will then immediately (within no more than two school days after the above-referenced Board of Directors meeting) notify all parents or guardians of children enrolled AHWCS in a letter sent home by certified mail and sent home through their children notifying them of the planned dissolution of the School and the procedures the School will take to transfer their children's records to the Orleans Parish and the options that are available to their children for enrollment in other schools: public and private, charter and non-charter. We will refer all of our students to the Orleans Parish for transfer recommendations and enrollment in available programs in the Parish.

Concurrently with notifying parents of the planned dissolution, the School Principal will contact the State Superintendent of the Recovery School District and the appropriate Orleans Parish Area Superintendent to ascertain from the Orleans Parish the method by which student records will be transferred to them. All parents will receive written and mailed notification informing them of the transfer of their students' records and the process by which they can pick up copies of their child's student records in person with proper identification at the School site prior to closure as part of the check-out process.

Working with the Parent Association, the School's Board and Principal will hold a public meeting (or *meetings*, if deemed necessary) for all parents to discuss the impact of the dissolution of the School on their lives and the role that AHWCS will play in the transition of their child from AHWCS to their next school situation. The meeting will provide an important opportunity

for parents to get answers to their questions and concerns. This meeting will be held within the first three weeks of knowledge of the certainty of dissolution. Notice of the meeting will be sent to parents via their children and through the U.S. mail. In addition, flyers will be posted in the community to inform all interested parties of the planned public meeting. In addition to the public meeting, charter school staff will make themselves available to parents to discuss school options at the time of transition.

AHWCS has ensured in its budget plan that it will maintain an escrow fund of \$25,000 to be used in the event of the dissolution of the charter. These escrow funds would be used to pay for all legal and audit expenses that would be associated with the dissolution.

The Director of Operations will be responsible for developing a plan that will direct a smooth and efficient transfer of assets process. The Director of Operations will maintain an up-to-date inventory of the assets of the School. S/he, with the cooperation of Edison Schools and the Finance Committee of the Board of Directors, will attend to the payment of all outstanding debts of the School. Once all debts are satisfied, a distribution of assets process will be initiated that complies with a prescribed plan that has been developed by the Director of Operations that meets the legal requirements under the Louisiana Charter Law. All assets purchased with any public funds shall become the property of the chartering authority. All equipment and cash on hand that has been purchased or provided through State or local funding sources will be refunded to the State or to the local district as appropriate. This plan will eventually detail what assets will be dispersed to the chartering authority or the State or local district or the nonprofit organization, when, how and by whom. This plan will be presented to the Executive Committee of the Board for review and approval prior to its implementation.

AHWCS will work in diligently and efficiently in order to complete the dissolution process in a timely manner in order to ensure that disruption to our children's lives is kept to a minimum, and to the best of our ability we will endeavor to ensure our students a seamless transition to their new schools.

- e. **Provide an annual schedule of Board meetings: including proposed dates, times and location of meetings. Also, include details regarding how notice for board meetings will comply with the Louisiana Open Meetings Act.**

The Board will hold a minimum of 10 board meetings each year. The Board will meet the second Tuesday of each month. The proposed schedule for Board meetings for the 2007 calendar year follows:

January 9, 2007  
February 13, 2007  
March 13, 2007  
April 10, 2007  
May 8, 2007  
June 12, 2007  
July 10, 2007  
August 14, 2007  
September 11, 2007  
October 9, 2007

The Board meetings will be held at 6 pm at the Broadmoor Charter School Board offices located at 4505 South Claiborne Avenue, New Orleans until such time as the Andrew H. Wilson Charter School ("AHWCS" or "the School") receives its Certificate of Occupancy, at which time, all School Board meetings will be held at the School.

As a public charter school, AHWCS will comply with the Louisiana Open Meetings Law, L.A.-R.S. 17:3996(B)(9). This means that every AHWCS Board of Directors meeting and committee meeting will be open to the general public with the exception of executive sessions. AHWCS will take the following steps to meet the requirements of the Open Meetings Act:

*Public Notice*

1. A calendar of all board meeting dates will be posted at the School at all times.
2. For meetings scheduled at least one week in advance, the School will provide notice of the Board meeting, including time and location, to the news media and will conspicuously post such notice in one or more public locations at least 72 hours in advance of the scheduled meeting.
3. For meetings scheduled less than one week in advance, the School will provide notice of the time and place of any board meeting, including time and location, to the news media (to the extent possible) and shall conspicuously post such notice in one or more public locations at a reasonable time in advance of the scheduled meeting. To the extent possible, the School will publicly post notices of Board meetings immediately after each date is determined.

*Meeting Minutes*



1. The Board Secretary will take minutes at all open and executive sessions. All minutes will contain the date of the meeting, a summary of all motions, proposals, resolutions and any other matter formally voted upon as well as a record of how each board member voted.
2. The minutes from open meetings will be made available to the public within one week of the meeting date. Minutes will be available to pick up at the School, and on the school's website, if it is available.

#### *Executive Sessions*

All executive sessions will be conducted as part of an open meeting and are not considered separate meetings per se. An executive session may be called via motion and majority vote by the board of directors to enter an executive session. The motion must specifically identify the general area(s) of the subjects to be considered in executive session. Executive sessions of the School Board will be called for the following subjects only and shall never be called to appropriate public funds:

1. Matters which will imperil the public safety if disclosed;
2. Any matter which may disclose the identify of a law enforcement agent or informer;
3. Information pertaining to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
4. Discussions regarding proposed, pending or current litigation;
5. The medical, financial, credit or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation;
6. The preparation, grading or administration of examinations; and
7. The proposed acquisition, sale or lease of real property or the proposed acquisition of securities or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value.

- f. Provide a detailed schedule of Board meetings that will be held from present until the beginning of the second school year; indicate date, time, location and method of public notice in accordance with the Louisiana Open Meetings Act.**

The Board will hold 10 board meetings each year. The Board will meet the second Tuesday of each month. The proposed schedule for Board meetings beginning January 2007 through September 2008 follows:

January 9, 2007  
February 13, 2007  
March 13, 2007  
April 10, 2007  
May 8, 2007  
June 12, 2007  
July 10, 2007  
August 14, 2007  
September 11, 2007  
October 9, 2007  
November 13, 2007  
December 11, 2007  
January 8, 2008  
February 12, 2008  
March 11, 2008  
April 8, 2008  
May 13, 2008  
June 10, 2008  
July 8, 2008  
August 12, 2008  
September 9, 2008

The proposed board meetings will be held at 6 pm at the Broadmoor Charter School Board offices located at 4505 South Claiborne Avenue, New Orleans until such time as the Andrew H. Wilson Charter School (“AHWCS” or “the School”) receives its Certificate of Occupancy, at which time, all school board meetings will be held at the School.

As a public charter school, AHWCS will comply with the Louisiana Open Meetings Law, L.A.-R.S. 17:3996(B)(9). This means that every AHWCS Board of Directors meeting and committee meeting will be open to the general public with the exception of executive sessions. The School will employ the following procedures related to public notice in accordance with the Louisiana Open Meetings Act:

*Public Notice*

1. A calendar of all board meeting dates will be posted at the School at all times.
2. For meetings scheduled at least one week in advance, the School will provide notice of the Board meeting, including time and location, to the news media and will conspicuously post such notice in one or more public locations at least 72 hours in advance of the scheduled meeting.
3. For meetings scheduled less than one week in advance, the School will provide notice of the time and place of any board meeting, including time and location, to the news media (to the extent possible) and shall conspicuously post such notice in one or more public locations at a reasonable time in advance of the scheduled meeting. To the extent possible, the School will publicly post notices of Board meetings immediately after each date is determined.

**28. Describe board training and development plans for the Board of Directors and membership. The plan for training and development should be on-going including a timetable, specific topics to be addressed and requirements for participation.**

The Board of the Andrew H. Wilson Charter School will operate primarily to ensure academic quality, fiscal stability and operational excellence of the School. The Board will consist of community members and other interested parties that represent a variety of stakeholders, backgrounds and professions. As the School becomes operational, the Principal, Edison staff, and individuals already committed to being Board members will identify the most qualified candidates to fill out any open seats on the founding Board (this process is more fully detailed in response to Question 29).

From the outset, the Board will establish and communicate its vision for the School to the community. Board members will govern and advocate for the School. The Board will delegate day to day operational responsibilities to both Edison and the School Principal but retain its overall oversight obligations.

In order to establish a strong foundation on which to build and sustain the Board, orientation and training will be necessary. Once the Board is selected, the Principal, along with Edison staff, will orient the Board to the culture of AHWCS. The Board will then contract with an outside organization with expertise in charter board training and will engage in a training regimen. The goals of the Board orientation will be to:

- Communicate the mission, goals and values of the School;
- Define the roles of the Board and its members;
- Provide an overview of the School's educational program;
- Share board policies and manual;
- Familiarize the board with financial management systems implemented at the School;
- Train all Board members on best practices for board service, including
  - Academic accountability and data-driven management
  - Legal compliance
  - Financial accountability
  - Managing staff
  - Advocacy
  - Communications

Once the School opens, there will be on-going opportunities for additional professional development for the Board, including, but not limited to, other Edison schools and other top performing public and private schools in the area, visits to the School's classrooms, interaction opportunities with other school personnel from within and outside the School and opportunities to take part in volunteer opportunities with the student population of the School. The Board will, on a yearly basis, arrange for "refresher" trainings from outside board training organization(s). All Board members will be required to take part in such trainings.

**29. Provide plan for recruitment and succession of board members. Provide details regarding the types of expertise that is/intended for the board, details regarding how individuals will be identified and selected, and who is responsible for recruitment.**

Currently, eleven individuals have accepted the invitation to become members of the School Board. The Board is cognizant of the need it will have throughout the life of the School to continue to draw new members to the board to fill open seats as well as to plan for board member succession. It is critical that the Board collectively have the requisite experience and network to help the School prosper. These areas include, but are not limited to: finance, accounting, real estate, K-12 education, fundraising, community and public relations, marketing, business and strategic planning, law and human resources. The Board will look for individuals who bring the experience and expertise needed by the School as it grows from a start-up school to a maturing academic institution by utilizing the following plan:

1. **Create a Board Nominating Committee.** The Board will create a Board Nominating Committee that will become a standing committee of the Board as soon as the Charter is granted and the Board assumes responsibility for the School. This committee will engage in prospecting, contacting, recruiting, orienting, supporting, providing ongoing training, and evaluating board members and will be committed to building diversity.
2. **Link Board recruitment to the School's charter and strategic planning process.** It is important to match board recruitment and development activities with the new requirements and demands called for by the School's Charter and strategic plan. The ideal time to link recruitment to the strategic plan is when the School leadership brings the plan before the Board for review and approval. The Board or the Board Nominating Committee reviews the mission, vision, goals and strategies, and then determines any new skills, knowledge, personal contacts and other attributes future directors will need to possess in order for the Board to do its part in advancing the school improvement plan.
3. **Profile the current board.** The School's leadership or eventually the Board Nominating Committee will periodically analyze the current status of the Board. The Board Nominating Committee will create a profile of the current board using a matrix designed for this purpose. Key factors that define sought-after expertise, knowledge, skills, experience, as well as relevant demographic factors are arranged down the side of the matrix. Additional common factors include age, race, ethnicity, community contacts, and status as a parent of children enrolled in the charter school. The names of current board directors are listed along the top of the matrix. The Committee then uses the matrix to complete the profile. (see sample attached)
4. **Focus the recruiting priorities.** By reviewing the School's strategic plan, the performance requirements of the Charter, as well as the profile of current Board's strengths and weaknesses, the Board Nominating Committee identifies the gap between the skills and knowledge needed on the Board, and what Board Directors currently possess. Based on this analysis, the Board Nominating Committee can set clear recruiting priorities for future board recruitment. Examples of recruiting priorities might include:

- More community leaders who have the ability to raise significant sums of money;
- More individuals living in the community served by the charter school;
- More parents of children who have been enrolled in the charter school less than two years, etc.

5. **Determine Strategies to Build Board Diversity.** An issue for the School Board is achieving diversity in its composition. According to research commissioned by the Aspen Institute, factors related to building and maintaining board diversity include (but are not limited to) the following:

- Having a nominating (development) committee that is committed to building diversity.
- Making diversity a priority for the organization.
- Avoiding "tokenism" or an expectation that one person of color can represent the entire community.
- Engaging in cultural diversity training and activities.

The overwhelming conclusion of this study was the consensus that building board diversity is a difficult process that requires constant attention for success. Before selecting prospective board members to contact, the School will develop an effective plan for achieving and maintaining board diversity, which will include the following steps:

- Understanding what “diversity” means for the school board. In what ways should the board be more diverse? (Race, ethnicity, age, sex, location, occupation, etc.)
- Determining what barriers and obstacles exist in achieving diversity. What are the root causes?
- Coming up with strategies that will overcome these barriers.
- Developing recruitment strategies targeted to the groups and constituencies from which the Board wishes to recruit.
- Setting specific measurable targets for achieving diversity, for example recruiting at least two people with fund-raising skills. Assigning accountability for achieving the recruiting targets.
- Monitoring progress.

The Andrew H. Wilson Charter School is confident that the relationships of the current Board of Directors will be sufficient to seek out and engage individuals who will help ensure the success of the School as it grows and develops. Our Board is and will continue to be a highly diverse, highly skilled and highly effective group of individuals who have an intimate knowledge of the needs of the children and families who AHWCS will serve and the methods by which that service is best provided.

### Charter School Board Profile Worksheet – Sample

	Term ending 2008					Term ending 2009					Term ending 2010				
<b>Current Board Directors</b>															
<b>GENDER:</b>															
• Female															
• Male															
<b>AGE:</b>															
• 20-35															
• 36-55															
• 56+															
<b>RACE/ETHNICITY:</b>															
• African American															
• Caucasian															
• Native American															
• Hispanic															
• Asian-American															
• Other:															
<b>LOCATION:</b>															
• City															
• Suburban															
• Rural															
• Other:															
<b>CONSTITUENCY:</b>															
• Parent															
• Civic/Business															
• Educator															
• Community															
• Other:															
<b>SKILLS:</b>															
• Fund-raising															
• Public Relations															
• Planning															
• Financial															
• Personnel															
• Legal															
• Education Expertise:															
<b>OTHER:</b>															

The response to #29 was adapted from information taken from: Creating an Effective Charter School Governing Board Chapter 2 Identification And Recruitment Of Board Directors, pages 49-71.

**30. Describe the relationship the board will have with the administrative leaders, management company, and/or any significant partner organizations.**

The Board the Andrew H. Wilson Charter School understands and welcomes its responsibility for governing the School. The Board has ultimate responsibility for the academic success, financial viability and operational excellence of the School.

In carrying out its responsibilities, the Board will delegate operational responsibilities to both Edison Schools and the school staff. Edison Schools, the School Principal and senior school staff will be authorized to handle the day to day tasks of school operations. The Board will oversee that process by requiring regular reports and a consistent stream of information upon which to base its decisions.

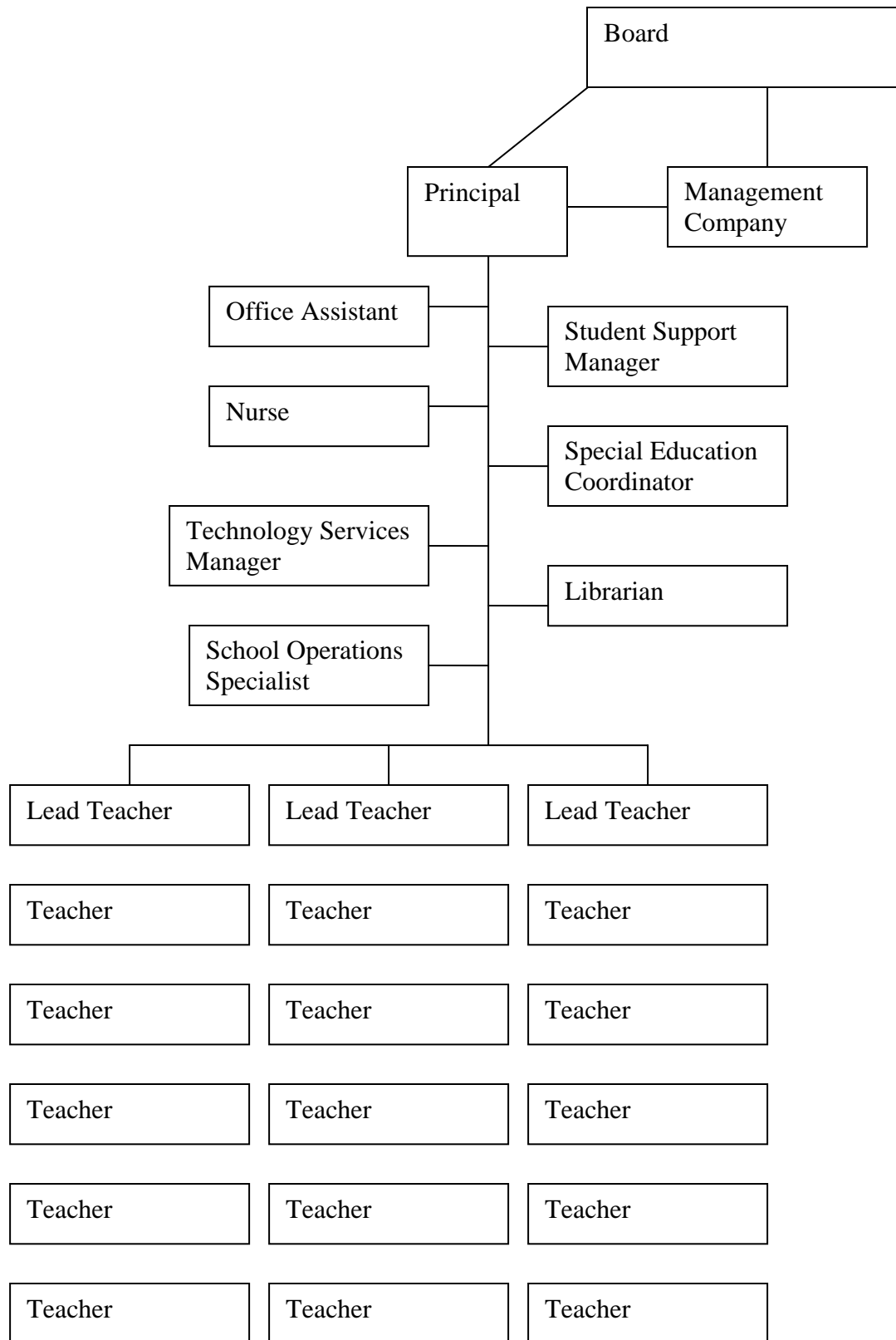
The Board will hold Edison Schools accountable for the commitments contained within the terms of the management agreement. It will work cooperatively with Edison Schools to ensure that Edison has the support and autonomy necessary to meet its responsibilities.

The Board does not at this time anticipate any additional relationships with significant partnering organizations.



- 31. Provide an organizational chart for the school and a narrative description of the chart. The information supplied should indicate clearly the reporting structure of employees to the nonprofit board and staff to the school director(s). If the charter school would contract with a company for management services, also indicate the company's role in the organizational structure of the school. Include delineation of any Professional Partnership Organization.**

The following provides the organizational chart for the Andrew H. Wilson Charter School.



The Broadmoor Charter School Board, a not-for-profit organization pursuant to Louisiana law, will have governance responsibility, including strategic planning, creating policy, and general oversight, for AHWCS. The Board has contracted with Edison Schools, a for-profit school management company, for the administration of AHWCS. Edison will work with the Board to design a school that is focused on student achievement by providing a high-quality, integrated academic program that is aligned to Louisiana state standards. In addition, Edison will provide the school with human resources, legal/compliance, financial/auditing and other technical support and will manage and oversee the school's contracts with third-party vendors including food service and transportation providers.

Edison will also manage all school employees including the principal, with ultimate oversight residing with the Board. Edison will work with the Board to recruit, hire and train the school's principal who will serve as the school's instructional leader and to whom all employees, both instructional and non-instructional, within the school will report. In its first year of operations, the school will be divided into three houses, with each house consisting of a lead teacher and five additional teachers. The lead teachers along with the school's reading, math, science and social science coordinators, the student support manager, the special education coordinator and the school's principal will make up the school's leadership team.

**32. If the proposed school is contracting with a management company, provide information and background regarding how and why the management company was selected; include in your response the following:**

Members of the Board have been in discussions with Edison Schools since the summer of 2006. The Board engaged in a thorough due diligence process that resulted in our ultimate decision to partner with Edison Schools to provide management services to the proposed Andrew H. Wilson Charter School. Our due diligence involved several meetings with the general counsel, academic and curriculum, development, financial and operational staff of Edison's central office to determine if the company had the capacity to serve our school effectively and if they, importantly, shared our vision for what we believed our school could be for the children and families it would serve and for our greater Broadmoor community of which it would be an integral part. In addition, members of our Board had the opportunity to visit Drew Charter Achool in Atlanta to see an Edison School "in action." We spent the day in the school visiting classrooms and talking with administration and staff in order to get a better understanding of the relationship and working dynamic between Edison and one of its partner schools. We spent extensive time reviewing the data on Edison Schools impact on student performance, in particular with students fitting the demographic of what we expect our student body will be. Edison met the standards we expected of a partner company that would ensure, to the greatest degree possible, a successful school.

**a. Evidence of success including annual performance reports for existing schools, audited financial statements, and a letter of support from existing school(s) and/or authorizers.**

A comprehensive overview of annual performance of schools is provided in response to item (c) below and includes as Exhibit 15 a presentation highlighting the performance of a number of schools with similar student populations that we expect will be enrolled at AHWCS. In addition, the audited financial statements for Edison Schools and letters of support from existing schools under Edison management follow.

**Edison Schools Inc.**  
**Consolidated Financial Statements**  
**June 30, 2006 and 2005**

**Edison Schools Inc.**  
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**June 30, 2006 and 2005**

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**Report of Independent Auditors**

To the Board of Directors of Edison Schools Inc.

In our opinion, the accompanying consolidated balance sheets and the related consolidated statements of income, changes in stockholder's equity and cash flows present fairly, in all material respects, the financial position of Edison Schools Inc. (the "Company") at June 30, 2006 and 2005, and the results of its operations and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America. These financial statements are the responsibility of the Company's management; our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits of these statements in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and significant estimates made by management, and evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

*PricewaterhouseCoopers LLP*

October 25, 2006

**Edison Schools Inc.**  
**Consolidated Balance Sheets**  
**June 30, 2006 and 2005**

	2006	2005
<b>Assets</b>		
Current assets		
Cash and cash equivalents	\$ 48,540,512	\$ 54,668,197
Accounts receivable	92,344,928	109,589,754
Notes receivables, net	9,003,035	15,230,484
Other receivables	5,451,620	5,437,014
Other current assets	4,561,765	8,992,017
Total current assets	159,901,860	193,917,466
Property and equipment, net	39,651,332	45,031,653
Restricted cash	6,492,164	6,974,478
Notes receivable, net, less current portion	11,788,537	11,889,367
Other receivables, less current portion	3,587,986	3,729,154
Long-term receivables	4,467,417	7,923,564
Goodwill	2,094,896	2,094,896
Other intangible assets	4,223,038	5,278,797
Other assets	4,428,043	7,380,103
Total assets	<u>\$ 236,635,273</u>	<u>\$ 284,219,478</u>
<b>Liabilities and Stockholder's Equity</b>		
Current liabilities		
Current portion of long-term debt	\$ 1,993,363	\$ 4,745,496
Accounts payable	21,417,470	21,686,588
Accrued compensation, benefits and other expenses	43,977,994	52,977,818
Total liabilities	67,388,827	79,409,902
Long-term debt, less current portion	46,539,142	73,896,978
Other liabilities	9,506,684	8,776,406
Total liabilities	<u>123,434,653</u>	<u>162,083,286</u>
Minority interest in subsidiary	<u>2,203,493</u>	<u>2,275,013</u>
Commitments and contingencies (Note 12)		
Stockholder's equity		
Common stock, par value \$.01; 100 shares authorized, issued and outstanding	1	1
Additional paid-in capital	118,057,264	118,057,264
Accumulated other comprehensive income (loss)	(170,607)	(163,370)
Retained earnings (accumulated deficit)	(6,889,531)	1,967,284
Total stockholder's equity	<u>110,997,127</u>	<u>119,861,179</u>
Total liabilities and stockholder's equity	<u>\$ 236,635,273</u>	<u>\$ 284,219,478</u>

The accompanying notes are an integral part of these consolidated financial statements.



**Edison Schools Inc.**  
**Consolidated Statements of Income**  
**Years Ended June 30, 2006 and 2005**

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	2006	2005
Net revenue	\$ 340,105,916	\$ 410,943,962
Education and operating expenses		
Direct site expenses		
Company paid	204,714,022	215,968,016
Client paid	54,042,098	89,826,089
Administration, curriculum and development	70,587,370	74,033,592
Depreciation and amortization	13,693,154	22,839,758
Pre-opening expenses	290,102	1,279,796
Total education and operating expenses	343,326,746	403,947,251
Income (loss) from operations	(3,220,830)	6,996,711
Other income (expense)		
Interest income	4,523,786	5,869,683
Interest expense	(9,449,852)	(10,435,031)
Other	146,453	50,394
Total other expense	(4,779,613)	(4,514,954)
Income (loss) before provision for income taxes	(8,000,443)	2,481,757
Provision in lieu of Federal income taxes	-	(1,290,764)
Benefit from (provision for) Federal alternative minimum tax	29,468	(80,673)
Benefit from (provision for) state and local income taxes	114,160	(400,000)
Net income (loss)	\$ (7,856,815)	\$ 710,320

The accompanying notes are an integral part of these consolidated financial statements.

**Edison Schools Inc.**  
**Consolidated Statements of Changes in Stockholder's Equity**  
**Years Ended June 30, 2006 and 2005**

	Common Stock Shares	Amount	Additional Paid-in Capital	Accumulated Other Comprehensive Income	Retained Earnings	Total
<b>Balance, June 30, 2004</b>	100	\$ 1	\$ 118,057,264	\$ 67,943	\$ 1,256,964	\$ 119,382,172
Net income for the year ended June 30, 2005					710,320	710,320
Cumulative translation adjustment				(231,313)		(231,313)
Total comprehensive income (loss)						479,007
<b>Balance, June 30, 2005</b>	100	1	118,057,264	(163,370)	1,967,284	119,861,179
Net income (loss) for the year ended June 30, 2006					(7,856,815)	(7,856,815)
Cumulative translation adjustment				(7,237)		(7,237)
Total comprehensive income (loss)						(7,864,052)
Dividends paid					(1,000,000)	(1,000,000)
<b>Balance, June 30, 2006</b>	100	\$ 1	\$ 118,057,264	\$ (170,607)	\$ (6,889,531)	\$ 110,997,127

The accompanying notes are an integral part of these consolidated financial statements.

**Edison Schools Inc.**  
**Consolidated Statements of Cash Flows**  
**Years Ended June 30, 2006 and 2005**

	2006	2005
<b>Cash flows from operating activities</b>		
Net income (loss)	\$ (7,856,815)	\$ 710,320
Adjustments to reconcile net income (loss) to net cash provided by operating activities		
Depreciation and amortization of property and equipment	12,637,395	21,783,998
Amortization of intangibles	1,055,759	1,055,760
Amortization of debt issuance costs and other	597,508	646,495
Provision for accounts receivable	994,757	4,236,087
Provision for notes receivable	(38,183)	843,577
Interest on notes receivable	(380,383)	(696,564)
Provision in lieu of Federal income taxes	-	1,290,764
Loss (gain) on disposal of assets	(77,375)	141,467
Minority interest in net loss of subsidiary	(71,520)	(70,394)
Changes in operating assets and liabilities		
Accounts and other receivables	19,832,778	(21,883,144)
Other current assets	5,068,711	(2,057,607)
Accounts payable and accrued expenses	(9,532,402)	6,347,100
Other liabilities	723,037	(741,451)
Cash provided by operating activities	<u>22,953,267</u>	<u>11,606,408</u>
<b>Cash flows from investing activities</b>		
Additions to property and equipment	(7,886,903)	(5,145,772)
Proceeds from disposition of property	1,911,235	5,871,094
Proceeds from notes receivable	7,572,007	22,070,120
Additions to notes receivable	(665,384)	(3,101,256)
Other assets	615,748	(658,330)
Cash provided by investing activities	<u>1,546,703</u>	<u>19,035,856</u>
<b>Cash flows from financing activities</b>		
Increase in borrowings under lines of credit	10,000,000	-
Payments on notes payable, capital leases and term loan	(40,109,969)	(7,277,158)
Deferred financing costs	-	(809,291)
Dividends to shareholder	(1,000,000)	-
Reduction in restricted cash	482,314	1,808,637
Cash provided by (used in) financing activities	<u>(30,627,655)</u>	<u>(6,277,812)</u>
Increase (decrease) in cash and cash equivalents	(6,127,685)	24,364,452
<b>Cash and cash equivalents</b>		
Beginning of the year	54,668,197	30,303,745
End of the year	<u>\$ 48,540,512</u>	<u>\$ 54,668,197</u>
<b>Supplemental disclosure of cash flow information</b>		
Cash paid during the years for		
Interest	\$ 7,105,439	\$ 8,127,057
State and local income taxes	\$ 444,718	\$ 240,724
<b>Supplemental disclosure of non-cash investing and financing activities</b>		
Additions to property and equipment included in accounts payable	\$ 263,462	\$ 172,519
Property and equipment acquired under capitalized lease obligations	\$ -	\$ 4,417,339

The accompanying notes are an integral part of these consolidated financial statements.

**Edison Schools Inc.**  
**Notes to Consolidated Statements**  
**June 30, 2006 and 2005**

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**1. Description of Business**

Edison Schools Inc. (the "Company") manages elementary and secondary public schools under contracts with school districts and charter school boards located in 19 states and Washington, D.C. For the school year ended June 30, 2006, the Company operated 136 schools with approximately 61,000 students.

The Company provides the education program, recruits and manages personnel, and maintains and operates the facilities at each managed school. The Company also assists charter schools in obtaining facilities and the related financings. Additionally, the Company provides supplemental educational services, summer and after-school programs, tutoring, and consultative services.

**Business Combination**

On November 14, 2003 (Acquisition date), the Company was acquired by a newly formed entity, Shakespeare Acquisition LLC, subsequently renamed Edison Schools Holdings, LLC (the "Parent"), through a newly formed acquisition subsidiary. On November 14, 2003, the newly formed acquisition subsidiary merged into Edison Schools Inc., with Edison Schools Inc. being the surviving company. Pursuant to the acquisition, all of the outstanding shares of the Company's capital stock were exchanged for cash. In addition, all of the outstanding stock options and warrants immediately became vested and were exchanged for cash. In connection with the acquisition, an affiliate of the majority equity holder of the Parent paid \$55 million of pre-acquisition debt owed by Edison Schools Inc. and loaned the Company \$65 million of which the Company paid \$25 million back in September 2006 (see Note 7). These financial statements reflect the operations of the Company for the years ended June 30, 2006 and 2005.

The acquisition price was \$115.9 million, including approximately \$3.6 million in transaction costs. The acquisition was accounted for under Statement of Financial Accounting Standards ("SFAS") #141, "Business Combinations," and the total purchase price was allocated to the assets and liabilities based on their fair values as of the acquisition date. The excess of purchase price over the fair value of net assets acquired ("goodwill") amounted to \$4.6 million. In conjunction with this transaction, the Parent awarded a portion of its shares, valued at \$2.1 million, to the Edison Schools Inc. CEO/Founder. The Company has accounted for this stock award as additional paid in capital of \$2.1 million and a corresponding increase in goodwill, which is included in the aforementioned \$4.6 million goodwill amount. Subsequent to the acquisition, goodwill was reduced by the tax benefits of net operating loss carry forwards realized for which a valuation allowance had been established at acquisition date.

The CEO/Founder has executed a covenant not to compete, with a value of \$7 million, for the period November 14, 2003 through the later of June 30, 2010 or two years following the termination of his employment. The Company is amortizing this intangible asset on a straight line basis from November 14, 2003 to June 30, 2010.

**2. Summary of Significant Accounting Policies**

**Basis of Presentation**

The consolidated financial statements include the accounts of the Company and its subsidiaries, including Edison Schools UK Ltd. ("Edison UK") after the elimination of intercompany transactions.

**Cash and Cash Equivalents**

For purposes of reporting cash flows, cash and cash equivalents include cash on hand, time deposits, highly liquid debt securities and money market accounts, generally all with original

**Edison Schools Inc.**  
**Notes to Consolidated Financial Statements**  
**Years ended June 30, 2006 and 2005**

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maturities of three months or less. The Company maintains funds in accounts in excess of federally insured limits; however, management believes that it minimizes risk by maintaining deposits in high-quality financial institutions.

**Property and Equipment**

Property and equipment are stated at cost. Routine maintenance and repairs are expensed as incurred. The cost of major additions, replacements, and improvements are capitalized. Gains and losses from sales or retirements of property and equipment are included in results for the year. Depreciation is computed on a straight-line basis over the estimated useful lives of the respective assets (40 years for buildings, the remaining lease term or useful life, whichever is shorter, for leasehold improvements and three to five years for all other items).

From time to time, the Company purchases or renovates existing buildings to ready them for charter school use. It is the Company's intention to recapture the purchase or renovation costs through sale to a third party or through the sale or lease of the building to the charter school board. Buildings or renovations completed and ready for charter school use are depreciated on a straight-line basis over the estimated useful life of the building.

**Goodwill**

The Company evaluates goodwill for impairment on an annual basis (or whenever events occur which may indicate a possible impairment) in accordance with SFAS #142, "Goodwill and Other Intangible Assets".

In testing for impairment of goodwill, SFAS #142 requires the Company to estimate the fair value of the business to which the goodwill relates and compare such fair value to the book value of the business acquired. If the estimated fair value is less than the book value of the acquired business, then the Company is required to estimate the fair value of all identifiable assets and liabilities of the business in a manner similar to the allocation under SFAS #141 and then determine the impairment of goodwill. The determination of the fair value of the business is based on assumptions and estimates of the discounted cash flows of the business, as well as considering the comparable values of other companies in the educational field. The business assumptions and estimates are based on the same data that is used to manage the business.

Pursuant to SFAS #109, "Accounting for Income Taxes", the amount of goodwill on the balance sheet is reduced as the Company realizes the tax benefit of its net operating loss carryforwards and other deferred tax assets for which a valuation allowance had been established at acquisition date (see Note 10).

**Long-Lived Assets**

The carrying amount of long-lived assets, excluding goodwill, is reviewed on a regular basis for the existence of facts or circumstances, both internally and externally, that suggest impairment. The Company determines if the carrying amount of a long-lived asset is impaired based on anticipated undiscounted cash flows before interest from the use of the asset. In the event of impairment, a loss is recognized based on the amount by which the carrying amount exceeds the fair value of the asset. Fair value is determined based on appraised value of the asset or the anticipated cash flows from the use of the asset, discounted at a rate commensurate with the risk involved.

**Restricted Cash**

Restricted cash consists of cash held in escrow as collateral for certain insurance policies, amounts for guarantee of contract performance and amounts associated with guarantees under certain charter school clients' debt agreements. The Company classifies restricted cash balances as

**Edison Schools Inc.**  
**Notes to Consolidated Financial Statements**  
**Years ended June 30, 2006 and 2005**

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current and non-current based on terms of related agreements that govern the use of the restricted cash. Restricted cash balances classified as current are included in other current assets in the consolidated balance sheets.

**Revenue Recognition**

Revenues are principally earned from contractual agreements to manage and operate district and charter schools. The Company also earns revenue from summer school and after-school program fees and other supplemental educational services. The Company recognizes revenue for each managed school over the period services are performed, pro rata over the typical school year, 11 months from August through June, and for summer school and other educational services, over the period such services are performed.

Most of the Company's management agreements provide that it earns a fee based upon the number of children who attend the schools it manages, and therefore the Company only earns revenue to the extent students attend the schools. In most instances, there is a "base" fee per pupil and several "categorical" fee components paid only for students in certain categories (for example, low-income, English as a second language, and other categories). In some charter schools, the Company's fee has a fixed component and a variable component.

The Company follows the guidance of Emerging Issues Task Force ("EITF") 99-19 "Reporting Revenue Gross as a Principal versus Net as an Agent" and EITF 01-14 "Income Statement Characterization of Reimbursements Received for 'Out-of-Pocket' Expenses Incurred" regarding classification of revenues. Specifically, the Company recognizes revenues, net of expenses that the Company is not primarily obligated to pay.

The Company often purchases certain essential services, such as transportation, from third parties and/or from its clients. In addition, teachers in schools generally remain employees of the Company's clients and are often paid through the clients' payroll systems. Where such arrangements exist, the client deducts the amounts it has expended for staff salaries and/or purchased services from the amount owed to the Company when remitting payment. These amounts are disclosed as "Direct Site Expenses — Client paid" on the Company's consolidated statements of income where the Company is deemed to be the primary obligor with respect to such services.

The Company recognizes per-pupil funding from local, state and federal sources, including Title I and special education funding. Significant management estimates and assumptions are required to determine these funding levels. The Company records adjustments to revenue, if necessary, for enrollment fluctuations, changes to per-pupil funding estimates, and changes to estimates for federal and state categorical grant funding. Anticipated losses on contracts are charged to operations when identified.

**Pre-Opening Costs**

The Company expenses pre-opening costs, which consist of training, personnel and other costs, that are incurred prior to the fiscal year in which operations commence at new school sites.

**Notes Receivable**

Notes receivable on or before the acquisition date are recorded at present values of amounts to be received determined at appropriate interest rates, less allowance for uncollectibility in accordance with SFAS #141. Notes receivable created after that date are recorded at face value. It is the Company's policy to recognize any note as uncollectible when, based on its assessment of events and circumstances, the collection of the note is not reasonably assured. If it is probable that the

**Edison Schools Inc.**  
**Notes to Consolidated Financial Statements**  
**Years ended June 30, 2006 and 2005**

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Company will not collect all amounts due according to the contractual terms of the note, the Company provides an allowance for the loan using the methodology under SFAS #114 "Accounting by Creditors for Impairment of a Loan." An allowance is established when the estimated discounted cash flows of the loan are lower than the carrying value of that loan. Interest income is generally recognized on an accrual basis. The Company evaluates loans for which an allowance for loss has been established and recognizes interest income to the extent principal and/or interest payments are not past due in excess of 90 days. Otherwise, interest income is recorded when received.

**Advertising Expenses**

Advertising costs consist primarily of print media and brochures and are expensed when the related advertising occurs. Advertising expense for the years ended June 30, 2006 and 2005, amounted to approximately \$1.9 million and \$1.9 million, respectively.

**Income Taxes**

Deferred taxes represent the tax effects of differences between the financial reporting and tax bases of the Company's assets and liabilities at the enacted tax rates in effect for the years in which the differences are expected to reverse. The Company evaluates the recoverability of deferred tax assets and establishes a valuation allowance when it is more likely than not that some portion or all of the deferred tax assets will not be realized.

**Fair Value of Financial Instruments**

The carrying amounts of the Company's financial instruments, including cash and cash equivalents, accounts receivable, short-term borrowings, accounts payable and accrued liabilities, approximate fair value because of their short maturities. The carrying amount of the Company's notes receivable, in the aggregate, capital leases and other equipment financing obligations approximates the fair value of such instruments based upon management's best estimate of interest rates that would be available for similar financial instruments at June 30, 2006.

**Management Estimates**

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Significant estimates include revenues, certain district paid school expenses, recoverability of long-lived assets and notes receivable, liabilities incurred from workers' compensation, commercial and other claims and losses on school contracts. Other estimates include useful lives of property and equipment and the deferred income tax valuation allowance. Actual results could differ from these estimates.

**3. Notes Receivable**

The Company provides financing in the form of loans and advances to charter school boards to assist in the purchase or renovation of charter school facilities. Certain of the loans are evidenced by notes and other advances which are made in concert with a management contract or without fixed repayment terms. In order for the notes to be repaid, the Company generally assists charter school boards in obtaining third-party lender financing. Third-party financing, on occasion, requires the Company to guarantee loans on behalf of these charter schools. A default by any charter school under a credit facility that is guaranteed by the Company may result in a claim against the Company for the full amount of the borrowings (see Note 12).

**Edison Schools Inc.**  
**Notes to Consolidated Financial Statements**  
**Years ended June 30, 2006 and 2005**

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Of the approximately \$20.8 million in notes receivable, net at June 30, 2006, approximately \$17.8 million was collateralized, of which \$2.2 million was subordinated to other senior debt. The remaining balance of \$3.0 million was uncollateralized, of which \$1.1 million was subordinated to other senior debt. Although the Company intends to assist the charter boards in the refinancing of these notes, should the Company be required to foreclose on the collateral to these notes, it might not be able to liquidate such collateral for proceeds sufficient to cover the notes.

Notes receivable consist of the following:

	<b>June 30,</b>	
	<b>2006</b>	<b>2005</b>
Notes receivable from charter schools	\$ 29,210,666	\$ 35,824,943
Allowance for loan losses	(8,419,094)	(8,705,092)
Notes receivable, net	20,791,572	27,119,851
Less, current portion	(9,003,035)	(15,230,484)
Notes receivable, non-current	<u>\$ 11,788,537</u>	<u>\$ 11,889,367</u>

Notes receivable due from charter schools include interest-bearing notes at interest rates ranging from 8.4% to 12.5% per annum. Management believes that the stated rates reflect the fair market rates for these notes. The notes mature at various dates through the year 2020.

The gross balance of notes receivable from charter schools that management has determined to be impaired at June 30, 2006 and 2005 is \$17.3 million and \$17.7 million, respectively.

Aggregate maturities of notes receivable are as follows:

<b>For the fiscal year ending June 30,</b>	
2007	\$ 24,071,023
2008	3,451,977
2009	1,200,458
2010	100,088
Thereafter	387,120
	<u>29,210,666</u>
Allowance for loan losses	(8,419,094)
Notes receivable, net	<u>\$ 20,791,572</u>



**Edison Schools Inc.**  
**Notes to Consolidated Financial Statements**  
**Years ended June 30, 2006 and 2005**

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**4. Property and Equipment**

Property and equipment consist of the following:

	<b>June 30,</b>	
	<b>2006</b>	<b>2005</b>
Land and buildings	\$ 19,758,463	\$ 17,109,669
Leasehold improvements	4,132,893	8,704,984
Furniture, fixtures and equipment	28,354,685	36,288,582
Software license	100,000	100,000
Educational software and textbooks	9,082,257	12,913,450
	<u>61,428,298</u>	<u>75,116,685</u>
Accumulated depreciation and amortization	(21,776,966)	(30,085,032)
Total property and equipment, net	<u>\$ 39,651,332</u>	<u>\$ 45,031,653</u>

Depreciation expense amounted to \$12.6 million and \$21.8 million for the years ended June 30, 2006 and 2005, respectively.

Assets under capital leases as of June 30, 2006 and 2005 totaled \$11.9 million and \$11.9 million, and related accumulated amortization totaled \$9.8 million and \$5.8 million, respectively. At June 30, 2006 and 2005, \$11.7 million and \$11.7 million, respectively, of assets under capital leases are included in furniture, fixtures, and equipment with the remaining balance of \$158,000 included in leasehold improvements.

**5. Property Held for Sale**

In September 2005, the Company sold land located in Miami for approximately \$1.1 million, an amount approximating book value. This property is included in other assets on the balance sheet as of June 30, 2005.

**6. Accrued Compensation, Benefits and Other Expenses**

Accrued compensation, benefits and other expenses consist of the following:

	<b>June 30,</b>	
	<b>2006</b>	<b>2005</b>
Compensation and related benefits	\$ 36,560,604	\$ 44,909,051
Taxes other than income	1,950,239	2,231,384
Rent lease obligation	792,717	1,700,272
Philanthropy contribution	-	502,822
Other	4,674,434	3,634,289
	<u>4,674,434</u>	<u>3,634,289</u>
Total accrued compensation, benefits and other expenses	<u>\$ 43,977,994</u>	<u>\$ 52,977,818</u>

**Edison Schools Inc.**  
**Notes to Consolidated Financial Statements**  
**Years ended June 30, 2006 and 2005**

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**7. Financing**

On September 21, 2004, the Company entered into a \$40 million revolving credit facility ("Credit Facility") with a financial institution, collateralized by managed school accounts receivable, summer school accounts receivable, charter school loans receivable, cash and real property, except certain real property held for sale. Borrowings are limited to specified percentages of eligible accounts receivable and charter school loan receivables, as defined, and are guaranteed by Edison Schools Holdings, LLC. The Company paid a commitment fee of \$400,000, which was deferred and is being amortized over the term of the facility. The Credit Facility has a three-year term which expires September 21, 2007. Borrowings bear interest at LIBOR plus 5.5% (with a minimum interest rate of 7.5%) and there is a commitment fee of 0.52% per annum on the unused portion of the commitment. The Credit Facility agreement requires the Company to observe certain financial covenants and restrictions, including a minimum requirement for EBITDA (as defined in the agreement) and a restriction on payment of dividends. At June 30, 2006 and 2005, there were no borrowings under the Credit Facility.

The Company also has an agreement with an affiliate of the majority equity holder of the Parent for a \$70 million revolving loan ("Revolving Loan") and a \$10 million term loan ("Term Loan"), collateralized by certain assets of the Company. In connection with the agreement, the Company paid a \$1.6 million nonrefundable commitment fee, which is being amortized over the term of the facility. The Revolving Loan has a maturity date of March 21, 2008. Required payments under the Term Loan consist of quarterly payments of \$850,000 due September 30, 2006. The Term Loan has an interest rate of LIBOR plus 5%. Borrowings under the Revolving Loan bear interest at the prime rate plus 4.5% and there is a commitment fee of 0.50% per annum on the unused portion of the commitment. In addition, there is an annual administration fee of 0.50% of the Revolving Loan commitment. The agreement requires the Company to observe certain financial covenants, including coverage ratios of EBITDA to interest expense and fixed charges for debt service. As of June 30, 2006 and 2005, \$40 million and \$65 million was borrowed, respectively, under the Revolving Loan agreement.

The Company has promissory notes payable totaling approximately \$6.0 million, payable to former stockholders of Edison Schools Inc. The notes mature on the following due dates: December 2007 for approximately \$4.8 million, January 2008 for \$281,000, August 2008 for \$488,000, and December 2008 for \$451,000. The promissory notes bear interest at 7% per annum, with 50% of the interest payable at maturity and the balance of the interest payable each April. The interest expense for the years ended June 30, 2006 and 2005 is \$543,000 and \$525,000, respectively. The Company has a note payable to the Chairman of the Company for \$105,000 at June 30, 2006 and 2005, which is included in the above amounts. Included in other liabilities is interest payable under the notes of \$2.2 million and \$1.9 million at June 30, 2006 and 2005, respectively.

**Edison Schools Inc.**  
**Notes to Consolidated Financial Statements**  
**Years ended June 30, 2006 and 2005**

Long-term debt consists of the following:

	<b>June 30,</b>	
	<b>2006</b>	<b>2005</b>
Notes payable to affiliate of Parent's majority equity holder		
Revolving Loan	\$ 40,000,000	\$ 65,000,000
Term Loan	850,000	4,225,000
Notes payable to former stockholders	6,016,251	6,016,251
Capital lease obligations (Note 8)	1,666,254	3,401,223
Total debt	48,532,505	78,642,474
Current portion	(1,993,363)	(4,745,496)
Total long-term debt, less current portion	<u>\$ 46,539,142</u>	<u>\$ 73,896,978</u>

On September 30, 2005, the Company borrowed \$10 million from a financial institution under the Credit Facility and repaid \$25 million of the Revolving Loan to an affiliate of the majority owned equity holder. On March 31, 2006, the Company repaid the \$10 million loan to the financial institution under the Credit Facility.

**8. Leases**

The Company has entered into several lease agreements for school site computers and equipment. The agreements, which are accounted for as capital leases, provide that the Company will lease equipment for terms of 35 to 36 months with a nominal interest rate of 9%. The Company also has various non-cancelable operating leases for office space and school sites. These leases expire at various dates through the year 2016. At June 30, 2006, the present value of the minimum lease payments under the capital leases and rental commitments under operating leases with terms in excess of one year are as follows:

	<b>Capital Leases</b>	<b>Operating Leases</b>
<b>For the fiscal year ending June 30,</b>		
2007	\$ 1,230,492	\$ 6,341,069
2008	537,457	5,654,472
2009	-	4,799,181
2010	-	3,208,184
2011	-	2,194,627
Thereafter	-	9,110,290
Total minimum lease payments	1,767,949	<u>\$ 31,307,823</u>
Less, amount representing interest	(101,695)	
Present value of minimum lease payments	<u>\$ 1,666,254</u>	

Total rental expense for the years ended June 30, 2006 and 2005 related to operating leases amounted to approximately \$6.5 million and \$4.9 million, respectively. Sublease income for the years ended June 30, 2006 and 2005 related to operating leases amounted to approximately \$900,000 and \$1.2 million, respectively.

**Edison Schools Inc.**  
**Notes to Consolidated Financial Statements**  
**Years ended June 30, 2006 and 2005**

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Included in other liabilities are operating lease obligations of \$7.50 million and \$8.75 million at June 30, 2006 and 2005, respectively. This liability represents the present value of the excess of the Company's operating lease obligations over the estimated fair market rents of these facilities as of the date of acquisition (see Note 1).

The Company is the lessee under operating leases for three charter school facilities with lease terms in excess of the initial term of the management agreement for the schools operating in those facilities. The first facility currently has a lease with a term expiring in December 2016 that requires annual lease payments of approximately \$1.1 million. The Company subleased the facility to a charter school, effective July 31, 2005, for \$900,000 per year, increasing by 3% per annum, through the earlier of the school's charter term (including renewals of the sublessee's charter to operate a charter school) or December 2016.

The second facility, previously housing two schools, had been leased for a term expiring in September 2013 with scheduled annual lease payments of \$782,400 through fiscal 2007, \$907,400 in fiscal 2008 and \$932,400 for fiscal 2009 through fiscal 2013. The management agreement to operate in this facility terminated in fiscal 2004, and the school terminated its sublease with the Company effective August 2004. In October 2006, the company settled all obligations with the lessor with respect to this facility for \$2.5 million. This settlement payment was less than the liability recorded on the balance sheet as of June 30, 2006 and the gain on settlement will be recorded in October 2006.

The third facility, currently housing one school, has been leased for a term expiring in June 2019. The annual lease payment is \$36,000 through fiscal 2019.

The Company's lease obligations noted above all exceed the length of the current management agreement. In the event that the management agreements are not renewed, the Company could be obligated to continue paying rent on the facilities unless there was a change in facts and circumstances which could eliminate the Company's obligation.

**9. Related Party Transactions**

**Stockholder Notes Receivable**

Included in other current receivables are notes receivable consisting of two recourse notes from the Chairman of the Company that arose in connection with his employment agreements, with an aggregate principal amount of \$1.2 million and \$1.8 million at June 30, 2006 and 2005, and total accrued unpaid interest of \$60,057 and \$383,194 at June 30, 2006 and 2005, respectively. The note agreements bear interest at the prime rate as defined by JPMorgan Chase and do not require periodic interest or principal payments until maturity. The notes are collateralized by the assignment of the proceeds of a life insurance policy and, in the event of termination of the Chairman's employment, can be offset against the contractual payment obligation of the Company (see Note 12).

In November 2003, the Company made a loan to its Chief Executive Officer for \$1,685,000. The loan bears interest at prime plus 4%. The principal balance of the loan together with all interest is due on the maturity date, November 14, 2008. The note is collateralized by 5,000 Series "D" Equity Participation Shares of the Parent. In fiscal 2006 and 2005, additional loans of \$726,000 and \$690,000 were advanced and are due on September 15, 2008. The interest on the notes receivable range from 3.79% to 4.79%.

**Edison Schools Inc.**  
**Notes to Consolidated Financial Statements**  
**Years ended June 30, 2006 and 2005**

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**Notes Payable to Affiliate of Stockholder**

On the acquisition date, the Company entered into an agreement with an affiliate of the Parent's majority equity holder for a \$70 million revolving loan and a \$10 million term loan (see Note 7).

**Management Fees**

The Company pays an annual management fee of \$480,000 to an affiliate of the Parent's majority equity holder.

**10. Income Taxes**

For the year ended June 30, 2006, the Company recorded a net benefit for income taxes of \$143,628 which consists of a \$29,468 reversal of prior year's alternative minimum tax estimate and a \$114,160 net benefit for state and local income and franchise taxes related to tax refunds and revisions of prior years tax estimates offset by a \$350,000 provision for state and local income and franchise taxes currently payable and applicable to the current year.

For the year ended June 30, 2005, the Company provided \$1,290,764, as a provision in lieu of Federal income taxes, associated with the Company's income before provision for income taxes. There was no current provision for regular Federal income taxes for that year, as the Company had tax loss carry forwards to offset the current Federal income tax provision. However, the Company provided \$80,673 representing the estimated Federal alternative minimum tax currently payable. In addition, the Company provided \$400,000 for state and local income and franchise taxes.

At June 30, 2006, the Company had approximately \$288 million of Federal net operating loss carry forwards. Approximately \$238 million of net operating losses are, as a result of the transaction described in Note 1 "Business Combination," subject to an annual limitation restricting the amount that may be currently utilized to reduce taxable income in each post acquisition period. The annual limitation approximates \$4.9 million for each year over the current maximum 20-year carryover period, and the unutilized annual limitation may be carried forward. Accordingly as of June 30, 2006, approximately \$10 million of unutilized annual limitation is currently available. Considering the above annual limitation, the Company estimates that it has \$145 million of available net operating loss carry forwards that may be utilized only if the Company generates sufficient taxable income over the carry forward period.

In addition to the foregoing annual limitation, under current Federal income tax law, approximately \$14 million of such carry forwards are subject to a 15-year carry forward period and will expire in 2011 and 2012 and approximately \$274 million are subject to a 20-year carry forward period and will expire between 2018 and 2026.

Due to the uncertainty of the Company's ability to realize the tax benefit of such net operating loss carry forwards, and other deferred tax assets, a valuation allowance has been established to equal the total net deferred tax assets. Pursuant to SFAS # 109 "Accounting for Income Taxes," any tax benefit related to an elimination of part or all of the November 14, 2003 deferred tax asset valuation allowance will first be applied to reduce goodwill, secondly be applied to reduce non-current intangible assets and finally to reduce income tax expense. For the periods ended June 30, 2006, June 30, 2005, and June 30, 2004 respectively, zero, \$1,290,764 and \$1,236,416 or a total of \$2,527,180 of the valuation allowance was eliminated and recorded as a reduction of goodwill.

**Edison Schools Inc.**  
**Notes to Consolidated Financial Statements**  
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The components of the Company's estimated net deferred tax assets, calculated using a 34% Federal income tax rate, as of June 30, 2006 and 2005, are as follows:

	June 30,	
	2006	2005
Net operating loss carryforwards	\$ 49,168,000	\$ 46,656,000
Accrued liabilities	9,698,000	12,089,000
Accounts and notes receivable allowances	12,942,000	13,482,000
Federal minimum tax credit carryforward	51,000	81,000
State tax credits	1,512,000	1,336,000
Total deferred tax assets	73,371,000	73,644,000
Valuation allowance	(73,371,000)	(73,644,000)
Net deferred tax assets	\$ -	\$ -

For the year ended June 30, 2005, the Company's effective tax rate was 71%. The effective rate was higher than the Federal statutory rate primarily due to the effects of non-deductible expenses and state and local income and franchise taxes, which are proportionately large when compared to the Company's income before provision for income taxes.

**11. Employee Benefit Plans**

The Company provides 401(k) and 403(b) defined contribution plans for substantially all full-time employees and teachers. The Company matches each participant's contribution up to 50% of the first \$1,000 contributed. Participants become fully vested in the match after one year. Contributions to the 401(k) and 403(b) plans made by the Company for the years ended June 30, 2006 and 2005 amounted to approximately \$470,000 and \$373,000, respectively.

**12. Commitments and Contingencies**

**Fundraising Agreements**

The Company had an agreement with one of its clients, whereby it committed to raise \$1.7 million in unrestricted philanthropic funds. The funds are to be used for schools the Company manages and are to be expended on agreed-upon costs including school facility, technology, and curriculum material. The remaining commitment that amounted to \$377,822 at June 30, 2005, was funded by a philanthropist in 2006.

**Employment Agreements**

The Company has entered into employment agreements with certain of its executives. Such agreements may be terminated by either the executive or the Company at any time and provide, among other things, certain termination benefits. As of June 30, 2006, the aggregate termination benefits of the executives and certain other employees approximated \$5.2 million.

Additionally, the Company has a contractual obligation to make certain payments to its Chairman unless he terminates his employment or the Company terminates his employment for cause. Included in accrued expenses at June 30, 2006 and 2005 is approximately \$1.4 million and \$3.2 million, respectively, related to this arrangement.

**Edison Schools Inc.**  
**Notes to Consolidated Financial Statements**  
**Years ended June 30, 2006 and 2005**

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**Guarantees**

The Company has guaranteed certain debt obligations of charter school boards with which it has management agreements. As of June 30, 2006, the Company had provided guarantees totaling approximately \$8.8 million. These debt obligations mature from November 2006 to June 2010.

As of June 30, 2006, the debt obligations of the charter school boards, guaranteed by the Company, are current. Under the guarantee agreements, the Company is also required to satisfy certain financial reporting covenants. Additionally, should a charter board fail to comply with the terms of its debt agreement, the Company may be required to perform under the terms of its guarantee.

**Litigation**

The Company is involved in various legal proceedings from time to time incidental to the conduct of its business. The Company believes that any ultimate liability arising out of such proceedings will not have a material adverse effect on the Company's financial condition, results of operations or cash flows.

**13. Concentration of Credit Risk**

Financial instruments that potentially subject the Company to credit risk consist primarily of cash and cash equivalents, restricted cash, notes receivable from charter schools and accounts receivable. The Company manages its credit risk by maintaining cash and cash equivalents with financial institutions that it believes are financially sound and through the contractual arrangements that it has entered into with each district and charter school.

Accounts receivable primarily consist of short-term and long-term receivables from various district and charter schools. Credit risk is affected by changing conditions within the economy of individual states and school districts in which the Company operates. The Company adjusts accounts receivable when it has determined that factors surrounding the credit risk of specific customers, historical trends and other information so warrant.

Notes receivable from charter schools are both short-term and long-term. Credit risk associated with those amounts is affected not only by the economy of individual states and school districts in which the charter school operates, but on the continued existence of charter school laws. The Company has established an allowance for loan losses based upon its assessment of the credit risk of the specific charter school, recent trends and other information.

**14. Equity Participation Shares**

The Company is wholly owned by the Parent. The Parent's equity includes Series A Common shares, as well as Series A Preferred shares that accrue dividends of 8%, compounded quarterly, payable in shares or cash. The total number of Series A Preferred shares (on an as-converted basis) and Series A Common shares owned by the majority equity holder, a private equity investment limited liability company, approximate 96% of the Common shares of the Parent. The Company's CEO/Founder owns shares of Series A Common, representing approximately 4% of the combined Series A Common and Series A Preferred shares at June 30, 2006 and 2005.

In addition, the Parent has three series of equity participation shares that enable certain of the Company's employees to participate in the Parent's equity return. Holders of Series B shares begin to participate in the Parent's equity return only after the holders of Series A Common and Series A Preferred shares receive distributions equal to their capital contributions, including

## **Edison Schools Inc.**

### **Notes to Consolidated Financial Statements**

**Years ended June 30, 2006 and 2005**

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dividends paid in kind on the Series A Preferred shares. The holder of Series C shares begins to participate in the Parent's equity return only after the holders of Series A Common and Series A Preferred shares receive distributions equal to 150% of their capital contributions, including dividends paid in kind on the Series A Preferred shares. Holders of Series D shares participate in the Parent's equity return only after the holders of Series A Common and Series A Preferred shares receive distributions equal to 300% of their capital contributions, including dividends paid in kind on the Series A Preferred shares.

The equity participation shares vest over a five-year period, and unvested shares are subject to forfeiture under certain circumstances, such as death or termination of employment. Compensation expense associated with the equity participation shares was nominal for the periods ended June 30, 2006 and 2005.



## Alliance Community Schools

Dayton Academy  
Dayton View Academy

December 8, 2006

To Whom It May Concern:

Edison Schools has earned my endorsement as a quality organization that has been instrumental in assisting our not-for-profit board, Alliance Community Schools (ACS), provide a high quality educational program to nearly 1,500 children in Dayton, OH through two K-8 charter schools. We selected Edison after undertaking a RFP process in which we considered Edison and other national educational management companies.

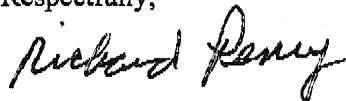
Our partnership with Edison began nearly eight years ago when Dayton Academy opened in 1999. The following year, 2000, our second school, Dayton View Academy opened. Edison has wholly managed both charter schools at the behest of Alliance Community Schools since the respective opening of each school. Each of the two schools (Dayton Academy and Dayton View Academy) serves an overwhelmingly black and economically disadvantaged student body.

The culture instilled by Edison at both Dayton View and Dayton Academy is remarkable. We are reaching and educating more students every year with a great curriculum that is ideally suited for our needs. The Edison School Design has served us well and continues to be well received by teachers, parents, and students. Through its partnership with Edison, the two Dayton schools offer a curriculum and programs that emphasize high academic achievement and character development for students.

Edison has always been very professional to work with and is available to support Alliance Community Schools in any initiative that we have desired. In fact, this fall in response to ACS' request, Edison launched a pre-school program in each of Dayton View Academy and Dayton Academy that now serves a total of 60 three and four year olds.

Partnering with Edison has been a very positive experience for ACS and we renewed our contract with them in 2004. Please feel free to contact me, at [rpenry@woh.rr.com](mailto:rpenry@woh.rr.com), if I could be of any further assistance.

Respectfully,



Richard Penry  
President  
Alliance Community Schools

**Alliance Community Schools, Inc.**  
105 Cooper Place West Dayton, OH 45402 (937) 228-7860  
Email: [rpenry@woh.rr.com](mailto:rpenry@woh.rr.com)

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**EAST LAKE FOUNDATION, INC.**

2606 Alston Drive  
Atlanta, Georgia 30317  
Phone 404-373-4351 Fax 404-373-4354

December 11, 2006

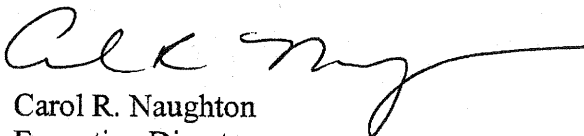
Dear Charter Application Review Committee:

As a member of the board of directors of the Charles R. Drew Charter School in Atlanta, Georgia and as the Executive Director of the East Lake Foundation, which works in partnership with Drew Charter School, I am writing in support of the charter school application being submitted in New Orleans in conjunction with Edison Schools.

Since its inception in 2000, Drew Charter School has been in a very successful partnership with Edison. In fact, we recently renewed our contract with Edison for four additional years. We have confidence in the quality of Edison's academic program and in its fit with our school. Drew's population is approximately 98% African American and almost 85% of our students receive free or reduced lunch. Working with Edison, Drew students have continually improved their academic performance and Drew has been one of the most rapidly improving schools in Georgia.

Edison has long been and continues to be responsive to our needs and is committed to the success of Drew and its students. I strongly recommend Edison as a partner to charter schools in New Orleans, where rejuvenation of the public schools system is so essential. Please feel free to contact me if I can be of further assistance.

Sincerely,



Carol R. Naughton  
Executive Director

- b. A draft management agreement for the proposed school detailing scope of service, fees to be paid by the proposed school, annual review process and terms for contract renewal and termination.**

The following is a draft management agreement for the proposed AHWCS.

*Model New Orleans Charter Agreement*

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*Model New Orleans Charter Agreement*

**AGREEMENT BETWEEN [THECHARTER HOLDER] AND EDISON SCHOOLS INC.**

THIS AGREEMENT (the "Agreement") is made and entered into as of the \_\_\_\_ day of \_\_\_\_\_, \_\_\_\_ by and between Edison Schools Inc., a Delaware corporation ("Edison"), and \_\_\_\_\_ ("Charter Holder"), a nonprofit corporation organized and existing under the laws of the State of \_\_\_\_\_ ("State"). Edison and the Charter Holder agree to the terms set forth below and in the appendices and exhibits attached hereto and incorporated herein.

WITNESSETH:

WHEREAS, The Charter Holder has proposed establishing a new charter school pursuant to [CITE CHARTER LAW] ("Charter Law"); and

WHEREAS, the [CHARTERING AUTHORITY] ("Chartering Authority") has entered into a contract with the Charter Holder in accordance with the Charter Law whereby the Charter Holder is authorized to establish a public charter school ("Charter School"); and

WHEREAS, Edison works in partnership with selected public school districts and charter schools throughout the nation to provide educational programs that offer educational excellence and innovation based on Edison's unique school design, comprehensive educational programs, and management principles;

WHEREAS, the Charter Holder, having carefully studied and evaluated the Edison School Design, as well as numerous other curricular and school design options, and having determined that implementing the Edison School Design under the Charter Holder's supervision and control would be beneficial to the students in its charter school, adopts, to the extent permitted by law, Edison's educational program as the Charter Holder's own for the charter school;

WHEREAS, the Charter Holder has determined that the educational benefits associated with working with Edison include the following:

A research-based curriculum and school design that takes advantage of a longer school day and year with more basic academic instruction and more enrichment through the arts and world languages;

A unique and comprehensive professional development program;

A major front-end investment in the Charter School, which funds would be difficult or impossible to secure otherwise; and

A unique and comprehensive technology program characterized by (1) distribution of intranet terminals (including monitor, keyboard and pointer); (2) extensive school-based technology including voice, video and data; (3) access by teachers, students and parents to a national education intranet, called "The Common," and a unique approach to integrated technology instruction known as "Technology as a Second Language;"

## ***Model New Orleans Charter Agreement***

WHEREAS, Edison and the Charter Holder understand that Edison will at all times be subject to the authority of the Charter Holder and accountable to the Charter Holder in the performance of Edison's obligations under this Agreement;

NOW THEREFORE, in consideration of the mutual covenants and agreements herein set forth, Edison and the Charter Holder do hereby agree as follows:

### **ARTICLE 1 RELATIONSHIP; AUTHORITY**

**1.1. Contractual Relationship.** The Charter Holder has been granted a charter by the Chartering Authority to organize and operate a Charter School pursuant to the Charter Law. The Charter Holder and the Chartering Authority have entered into an agreement dated as of \_\_\_\_\_ ("Charter Agreement") which sets forth certain terms and conditions of the charter. The Charter Holder is governed by a Board of Directors ("Board") which is responsible for overseeing the operations of the Charter School. Under the Charter Agreement and the Charter Law, the Charter Holder is vested with all powers necessary or desirable for carrying out its program, including but not limited to the power to contract with Edison to provide its educational program and management services pursuant to this Agreement, subject to applicable statutes and regulations. Acting under and in the exercise of such authority, the Charter Holder hereby contracts with Edison, to the extent permitted by law, for the provision of such program and services for the Charter School, subject to the terms and conditions set forth in this Agreement and the Charter Agreement, and further subject to the oversight of the Board. Edison acknowledges that this Agreement is subject to the terms of the Charter Agreement and the Charter Holder agrees to supply promptly to Edison any amendments that may be made to the Charter Agreement.

**1.2. Authority.** Subject at all times to the oversight and authority of the Charter Holder as provided herein, Edison, in performing its duties and fulfilling its obligations under this Agreement, shall take such actions as are necessary or desirable to properly and efficiently operate the Charter School on behalf of the Board, consistent with federal and State law and subject to the terms and conditions of this Agreement and the Charter Agreement.

### **ARTICLE 2 TERM AND RENEWAL**

**2.1. Term.** The term of this Agreement ("Term") shall commence on the date first above written and end on June 30, 2012, unless terminated earlier or extended in accordance with the terms and conditions set forth herein. The Term shall include five school years, each commencing on or about August 15 and ending on or about the following June 30.

**2.2. Renewal.** This Agreement may be extended by agreement of the parties. The parties agree to give written notice of their intent to extend or renegotiate this Agreement on or before January 1 of the year in which this Agreement is scheduled to expire. In no event shall any renewal extend beyond the term of the Charter Agreement.



## *Model New Orleans Charter Agreement*

### **ARTICLE 3 CHARTER SCHOOL**

3.1. **Charter School.** Edison shall provide the services contemplated by this Agreement at the academies listed below.

<u>School Year</u>	<u>Edison Academy</u>	<u>Grades</u>	<u>Expected Enrollment</u>
2007-08	Primary & Elementary Academy	K-5	450

3.2. **Expansion.** The Charter School plans to add the Edison academies listed below in successive years so that students enrolled in the Charter School will have the opportunity to stay in an Edison program for their K-12 academic experience. Agreements by the parties to expand the grades served at the Charter School shall be evidenced by an executed modification agreement in the form of Appendix A.

<u>School Year</u>	<u>Edison Academy</u>	<u>Grades</u>	<u>Expected Enrollment</u>
2008-12	Junior Academy	6-8	675

3.3. **Admissions and Recruitment.** Admission to the Charter School shall be open to all [City/County/State] residents on a nondiscriminatory basis; however, preference may be given to siblings of students already enrolled in the Charter School, if authorized by law. Edison and the Charter Holder shall be jointly responsible for the recruitment of students for the Charter School. Edison shall administer the recruitment process (including, for example, management of publicity, waiting lists or admission lotteries) and shall select students based upon selection criteria agreed upon between Edison and the Charter Holder.

### **ARTICLE 4 SCHOOL DESIGN**

4.1. **School Operations.** Edison shall provide the Charter School with a complete educational program based on Edison's unique school design, comprehensive academic programs, and school management principles ("Edison School Design"). Edison will provide the management and school administrative services, including but not limited to ... necessary to implement and operate its educational program at the Charter School. The parties agree that an essential principle of the Edison School Design is its flexibility, adaptability and capacity to change in the interests of continuous improvement and efficiency, and further, that the parties are interested in results, not inflexible prescriptions. Edison will notify the Charter Holder of any substantial modifications to the Edison School Design at the Charter School.

4.2. **School Calendar.** The normal school year for the Charter School will consist of approximately 185 instructional days for students and approximately 195 days for teachers, from approximately August 15 through June 30. The number of instructional days at the Charter School will meet or exceed applicable State laws or regulations. The normal school day shall be approximately eight (8) hours per day, Monday through Friday, for students in kindergarten and above.

## *Model New Orleans Charter Agreement*

**4.3. Special Education and Related Services.** Admission to the Charter School shall not be limited on account of disability. The school district of a student's residence is responsible for providing an IEP (Individualized Education Program) for students classified under the federal Individuals with Disabilities Education Act. Edison shall cooperate with all school districts of residence in the special education process, including, but not limited to, participating in formal and informal Committee on Special Education (CSE) and Subcommittee on Special Education meetings. This shall include the participation of charter school teachers and Edison personnel as appropriate. Charter School students requiring special education services shall be served in conformity with their IEPs. The Charter Holder and Edison shall work together to ensure compliance with the requirements of IDEA, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act, to the extent such cooperation is not inconsistent with other parts of this Agreement. Edison shall provide special education and related services to students who attend the Charter School in a manner that complies with applicable federal law and regulations, and with State and local laws and regulations that have not been waived by operation of the Charter Law. Edison may subcontract all or any portion of such services to a public or private subcontractor, subject to approval by the Charter Holder.

**4.4. Bilingual and ESOL Education.** Edison shall provide appropriate bilingual and/or "English for speakers of other languages" ("ESOL") education services to the limited English proficient students in the Charter School through programs consistent with Edison's "Programs for English Language Learners" and consistent with the requirements of federal law and with those requirements of State law that have not been waived by operation of the Charter Law. Edison may subcontract all or any portion of such services to a public or private subcontractor, subject to approval by the Charter Holder.

**4.5. State Curriculum Requirements.** Edison shall implement its educational program in a manner that is consistent with state law, including requirements regarding content and subjects of instruction, unless the Charter School is exempt from such requirements under the Charter Law or any such requirements are waived by state authorities.

**4.6. Rules and Regulations.** Edison shall be authorized to adopt and enforce policies and procedures for the Charter School relating to subjects such as student attendance, standards of conduct, discipline, and school calendar that do not conflict with applicable law. The Charter School shall comply with all applicable federal and state laws concerning welfare, safety and health of students. If Edison or the Charter Holder identify any federal or state rules or regulations that substantially inhibit the implementation of the Edison School Design at the Charter School, then the Charter Holder shall, with Edison's assistance, apply for and support any available waiver of any such rules or regulations.

**4.7. Student Records.** Except to the extent expressly waived by the State authorities, the operation of the Charter School shall comply with all applicable federal and state laws, concerning the maintenance and disclosure of student records. The Charter Holder hereby designates employees of Edison as having a legitimate educational interest such that they are entitled to access to education records under 20 U.S.C. §1232g of the Family Educational Rights and Privacy Act. Edison, its officers and employees shall comply with the Family Educational Rights and Privacy Act at all times.

## *Model New Orleans Charter Agreement*

**4.8. Assessment of Success.** Edison agrees that the Charter Holder may measure the success of the Charter School on the basis of student achievement and by measures of parent and student satisfaction. Said performance shall be measured in accordance with the performance evaluation systems set out in Appendix C, and such other assessment strategies as may be agreed to in writing by Edison and the Board.

**4.9. Reports to the Board.** Edison shall provide the Board with information regarding the Charter School that the Board requires in order to comply with the Charter Agreement or State laws or regulations. Other information shall be provided to the Board upon reasonable advance request to enable the Board to monitor Edison's educational performance and the efficiency of the operation of the Charter School during the school year. Specifically, Edison shall provide the following:

(a) Annual Report Card. Edison shall provide the Board with an annual report card assessing the performance of the Charter School, substantially in the form attached as Appendix X. Information on the performance of the Charter School and its students shall be provided to the Board in an annual year-end report card. Edison shall provide the Board with information regarding the Charter School that the Board requires in order to comply with the Charter Agreement. Other information shall be provided to the Board upon reasonable advance request to enable the Board to monitor Edison's educational performance and the efficiency of the operation of the Charter School during the school year.

(b) Chartering Authority Reporting Requirements. Edison shall assist the Board on submitting any documentation reasonably deemed necessary by the Chartering Authority to assist the Chartering Authority in carrying out its oversight responsibilities, including, but not limited to, any documentation requested by the Chartering Authority as part of the Requirements specified in the Charter Agreement.

## **ARTICLE 5**

### **TECHNOLOGY; FACILITIES; ANCILLARY PROPERTY AND SUPPORT SERVICES**

#### **5.1. Edison's Responsibilities.**

(a) **School Technology.** Edison shall be responsible for the acquisition and installation of school-based technology equipment integral to the Edison School Design. This responsibility shall not include the installation of any additional or upgraded electrical and networking service that may be necessary for the installation and networking of such technology. School technology equipment provided by Edison hereunder shall be the property of Edison.

(b) **Curriculum Materials and Other Property.** Edison shall be responsible for the acquisition of curriculum materials required by the Edison School Design to be used at the Charter School. Curriculum materials and other property provided by Edison for use at the Charter School shall be the property of Edison.

## *Model New Orleans Charter Agreement*

(c) **Furniture and Fixtures.** Edison shall equip the School Facilities with such desks and other furniture and furnishings appropriate to the enrollment size and grade levels to be served at the site. Such furniture and furnishings provided by Edison for use at the Charter School shall be the property of Edison.

(d) **School Facilities.** From the time that Edison begins to use the School Facilities (as defined in Section 5.2 below), Edison shall be responsible for the cleaning, maintenance and operation of the School Facilities. Upon termination of this Agreement, Edison shall return the School Facilities to the Charter Holder in substantially the same condition as first made available to Edison, except for alterations permitted by the Charter Holder, reasonable wear and tear consistent with the number of years that Edison has used the facilities and ancillary property, obsolescence, and fire or other casualties beyond Edison's control.

(e) **Transportation and Food.** Edison shall be responsible for providing food service for the Charter School in accordance with applicable law. Edison shall also arrange for the transportation of Charter School students if and to the extent required by applicable law. Edison may subcontract with a municipality or a public or private subcontractor for the provision of food services and transportation.

### **5.2. Charter Holder's Responsibilities.**

(a) **School Facilities.** (1) Edison and the Charter Holder will work together to [construct, renovate, lease, acquire, etc., as the case may be] [Identify facility] ("Permanent Facilities") to be owned or leased by the Charter Holder.

(2) The Charter Holder, upon Edison approval, shall be responsible for arranging for major repairs, capital improvements or replacements or construction at the School Facilities.

(3) During after-school, evening and weekend hours, Edison may use or permit others to use the School Facilities, ancillary property and technology for purposes other than the regular school instructional program, provided that such use is consistent with the policies of the Charter Holder.

## **ARTICLE 6 FINANCIAL**

**6.1. Application for State and Other Public Funding.** Edison and the Charter Holder shall comply with the requirements, terms, and conditions of the Charter Law for the purpose of receiving or maintaining the Charter Holder's eligibility to receive from the State the per pupil allowance for each student enrolled and in attendance in the Charter School. The Charter Holder and Edison shall also comply with the requirements, terms, and conditions of any external public funding described in Exhibit 3 (e.g. federal and state funds designated for particular purposes such as Title I and special education) to which the Charter School or its students may be entitled. Edison shall, on behalf of the Charter Holder, report enrollment and attendance data to the school districts of residence of the Charter School students as required under the Charter Agreement in order to allow the Charter School to receive the funding to which it is entitled. Edison and the Charter Holder shall cooperate in applying for any other State or federal aid, funds or resources for which

## *Model New Orleans Charter Agreement*

the Charter School or its students may be eligible. Upon reasonable advance request, Edison shall provide evidence to the Board that the Charter School is in compliance with the requirements, terms and conditions of all funds remitted to Edison, and shall provide all reports, data, and information reasonably necessary for the Charter School to meet any reporting, certification or other requirements for such funding. Upon reasonable advance notice, the Charter Holder shall have the right to request from the Business Services Manager financial information pertaining to the school's operations. The Charter Holder shall promptly supply to Edison copies of any communications received in relation to the receipt of any external public funds.

6.2. (a) **Edison Fees and Charter Holder Expenses.** The Charter Holder shall apply for and shall promptly remit to Edison all funds it receives, except for grants, donations and all charitable donations received for its own use pursuant to Section 6.7(b) below, less a pro-rata share of reasonable Charter Holder Costs and Debt Service as set forth in Section 6.3 below. Edison shall expend the funds it receives from the Charter Holder in compliance with the terms and conditions, if any, applicable to those funds.

(b) **Payment Schedule and Penalties.** All funds payable to Edison hereunder shall be paid to Edison by the Charter Holder within five (5) business days after its receipt of such funds. If the Charter Holder fails to remit to Edison such funds to reimburse Edison for expenditures paid by Edison on behalf of the Charter Holder within five (5) business days of its receipt of such funds, a penalty fee of prime rate plus three percent will be levied until the funds are remitted to Edison.

6.3. **Expenditures on behalf of the Charter Holder.** Except as otherwise provided in this Agreement, from the funds paid by the Charter Holder to Edison, Edison shall pay the Operating Costs (as defined below) associated with operating the Charter School in conformity with the Edison School Design, as detailed in the budgets provided to the Charter Holder pursuant to Section 6.4 below, including personnel and non-personnel costs related to instruction, facilities support costs, administrative costs, and costs in those categories set forth in Exhibit 4 (the "Operating Costs"). The Operating Costs shall not include the costs of any debt service obligations of the Charter Holder, nor shall they include the legal, accounting and other administrative expenses of the Charter Holder of up to \$\_\_\_\_\_ per year, which costs shall be paid directly by the Charter Holder ("Charter Holder Costs"). If the Operating Costs exceed the funds remitted to Edison, Edison shall use its own funds to cover such excess costs. In light of Edison's start-up investments and its obligation to pay the operating costs of the Charter Schools, Edison shall retain any excess of revenues over expenditures as compensation for the variety of educational and management services it provides under this Agreement. Any funds donated to the Charter Holder for charitable purposes shall not be considered "revenues" for purposes of this provision, however. To the extent that any such charitable funds are remitted to Edison, Edison will spend such funds on behalf of the Charter Holder consistent with their terms and any additional, non-conflicting terms set by the Board, if any.

6.4. **Budgets.** (a) **Annual Budgets.** Edison shall provide the Board with an annual projected budget, in reasonable detail, for the Charter School prior to the opening of the School. The annual budget for each subsequent year shall be provided to the Board for its approval by the 30<sup>th</sup> of June. Edison's expenditures on behalf of the Charter School shall not in the aggregate deviate materially from the approved budget without notice to the Charter Holder. If the actual funds reasonably projected to be remitted to Edison during the fiscal year with respect to the Charter School fall

## *Model New Orleans Charter Agreement*

below those projected in the budget, Edison and the Charter Holder shall adjust the Charter Holder expenditures to offset such revenue shortfalls.

(b) **Budget Targets.** The Board acknowledges that Edison is making a substantial financial investment in order to open the Charter Schools, that the margin of return to Edison is low in the initial years of the school's operation, and that this margin of return should increase in later years. The parties therefore agree that the Gross Site Contribution and Net Site Contribution figures in the projected budgets attached as Exhibit 5 shall be used as targets in constructing the Annual Budgets. While recognizing that unforeseen circumstances may alter particular elements in these projected budgets, the parties agree to use their best efforts to agree to budgets that produce Gross Site Contribution and Net Site Contribution figures set forth therein.

**6.5 Financial and Business Records.** (a) Edison shall, on behalf of the Charter Holder, maintain accurate financial and business records pertaining to the operation of the School. Edison agrees to maintain such records at all times during the Term of this Agreement. Upon the termination or expiration of this Agreement, Edison agrees to transfer or transfer control of such records to the Charter Holder. Edison also agrees that, consistent with applicable federal and State laws and regulations concerning the maintenance and disclosure of such records, School's financial records shall be made available to the Board or the Chartering Authority upon request, or any appropriate regulatory agency entitled by law to review such records. Edison also acknowledges that all financial statements and records pertaining to the School are subject to an independent annual audit. Edison agrees to cooperate fully with the independent auditor selected or retained by the Board and to make available all financial and other records pertaining to the School to such independent auditor as requested in a timely manner.

(b) At the end of each school year, the Charter Holder shall provide to Edison a copy of each monthly bank statement it received throughout the year so that Edison may confirm that it has timely received all of the revenue due under Section 6.2. In addition, the Charter Holder shall provide to Edison any interest earned as a result of a delay in payment to Edison.

**6.6. Grant Applications.** (a) The parties recognize that the Edison design provides programs and services that are supplemental to the prevailing area public schools' educational program[s] and that as such Edison on behalf of the Charter Holder reserves the right to seek external source revenue (such as competitive grants) to assist in the provision of these enriched programs. Edison shall have the right to apply for and receive grant money on its own or together with the Board, and to retain any such funds for its use consistent with the terms of such grants. Any such monies received by Edison shall not reduce the fees due under this Agreement. The parties agree to notify each other prior to submitting any grant applications and promptly after receiving notice of the award of any grant.

(b) The Charter Holder may also solicit and receive grants and donations for its own use consistent with the mission of the School provided that Edison's prior approval shall be required for any grants or donations that require implementation in the Charter school, so as to ensure consistency with the Edison School Design. The Board may retain any external source revenue that either:

## ***Model New Orleans Charter Agreement***

- (I) (a) will be used for purposes supplemental to the Edison design and (b) will be implemented outside the normal school day and without the involvement of Edison staff
- (II) or is intended for capital improvements.

(c) If programs funded with such external source revenue retained by the Board incur additional rental or other overhead expense which would otherwise be the responsibility of Edison, Edison reserves the right to negotiate a mutually acceptable charge for such expenses from the external source revenue.

(d) Accounting for and reporting on external source revenues retained by the Board shall be the sole responsibility of the Board.

(e) All external source revenues not meeting the foregoing conditions are to be retained by Edison for the payment of the Charter School expenses.

**6.7. Student Fees.** Subject to the approval of the Charter Holder, Edison may charge fees to School students for program expenses for which other public schools in the region customarily charge fees or for extra services such as after-school programs, athletics and other similar activities.

## **ARTICLE 7 PERSONNEL**

**7.1. Personnel Responsibilities.** All personnel working at the Charter School shall be employees of the Charter Holder, except for the business services manager and such other employees mutually agreed on by Edison and the Charter Holder. However, Edison shall have the responsibility to determine staffing levels in the Charter School and to select, evaluate, assign, and discipline personnel consistent with federal and state laws, rules, and regulations (unless waived by appropriate authorities).

**7.2. Selection of Personnel.** Edison will have the authority, consistent with state law and subject to the approval of the Board, to select the Charter School principal. Edison will supervise each principal and hold her or him accountable for the success of the Charter School. Edison and the principal shall have authority to select and supervise the teachers and the non-instructional staff in the Charter School. The principal will report to Edison and the Charter Holder.

**7.3. Employment Terms** Employees at the Charter School will be compensated according to Edison's compensation policies, which may include performance-based incentives and Edison stock options.

**7.4. Employee Salaries and Benefits.** Edison shall pay the costs of the salaries, fringe benefits and employment taxes of Charter School employees on behalf of the Charter Holder and for Edison employees working at the Charter School.

**7.5. Training.** Edison shall provide training in its methods, curriculum, program, and technology to all Charter School teaching personnel prior to the initial opening of the Charter School and thereafter on a regular basis. After the first year of operation, Edison shall provide training to new

## ***Model New Orleans Charter Agreement***

teaching personnel prior to the commencement of each school year. Such training may be held onsite or offsite, at locations selected by Edison. Edison shall also provide ongoing professional development programs throughout the school year.

**7.6. Personnel Policies.** (a) Edison shall determine policies, consistent with the Edison School Design and in compliance with federal and state law, concerning the recruitment, assignment, promotion, discipline and termination of personnel and the methods and standards for evaluating performance.

(b) Edison and the Charter Holder shall ensure that the Charter School complies with applicable federal and state laws concerning employee welfare, safety and health, including, without limitation, the requirements of federal law for a drug free workplace.

(c) Edison and the Charter Holder shall ensure that the Charter School complies with all applicable federal and state laws and regulations concerning the maintenance and disclosure of employee records.

(d) Edison shall not illegally discriminate against any employee or applicant for employment on the basis of race, creed, color, sex, national origin, religion, ancestry, age, disability, marital status, citizenship, veteran status, or sexual orientation in its recruitment, selection, training, utilization, termination or other employment-related activities.

(e) Edison may, at its sole discretion, offer some or all of the staff at the Charter School the opportunity to participate in the Edison site stock option plan. No policy of the Charter Holder shall be construed to prevent Edison from offering Edison stock options to Charter School employees.

**7.7. Collective Bargaining Agreements.** The Charter Holder agrees to consult with Edison before entering into any collective bargaining relationship with any union which might represent employees of the Charter School.

## **ARTICLE 8 PROPRIETARY INFORMATION**

**8.1. Proprietary Information.** Edison shall own all copyrights and other proprietary rights to all instructional materials, training materials, curriculum and lesson plans, and any other materials developed by Edison, its employees, agents or subcontractors, or by any individual including Charter School employees working for, or supervised by, Edison which is developed during working hours or during the time for which the individual is being paid. Edison shall have the sole and exclusive right to license such materials for use by other school customers, or to modify and/or sell such material to other school customers. Edison may disclose such proprietary information, including that which is currently in existence as well as that which may be created in the future. The Charter Holder shall take all measures reasonably necessary to assure that no Charter School personnel or agents disclose, publish, copy, transmit, modify, alter or utilize Edison's proprietary information without Edison's written consent. Nothing in this paragraph shall be construed to prevent a teacher from using lesson plans or other instructional material which s/he has developed for his or her own use, either within or outside the Charter School, provided that such materials do



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not incorporate any Edison proprietary materials or violate the intellectual property rights of third parties. Further, nothing herein contained shall be construed in a manner that would cause the Charter Holder to act or fail to act in a manner that would cause the Charter Holder to be in violation of any state open records law.

### **ARTICLE 9 REPRESENTATIONS AND UNDERTAKINGS**

**9.1. Representations and Undertakings of the Charter Holder.** (a) The Charter Holder represents and warrants that it is a nonprofit corporation duly organized and existing under the laws of the State. The Charter Holder represents that it has the authority under state law to execute, deliver and perform the Agreement, to incur the obligations provided for under this Agreement and to contract with Edison for Edison to provide the services set forth in this Agreement.

(b) The Charter Holder warrants that the information it has furnished to Edison concerning the Charter School finances, revenues, and student enrollment is accurate and the latest information available at the time of the execution of this Agreement.

(c) The Charter Holder represents and warrants that this Agreement constitutes a legal, valid and binding obligation of the Charter Holder enforceable in accordance with its terms.

(d) The Charter Holder undertakes to comply with all requirements necessary to maintain its status as a non-profit corporation in good standing under the laws of the State, as well as any such requirements for obtaining and maintaining its status as a tax exempt organization under Section 501(c)(3) of the United States Internal Revenue Code of 1986, as amended.

(e) The Charter Holder undertakes to comply with all aspects of the Charter Agreement.

**9.2. Representations of Edison.** (a) Edison represents and warrants that it is a corporation duly organized and existing under the laws of the State of Delaware, and is (or will, within the time allowed by law, become) duly authorized and qualified to do business in the State, with lawful power and authority to enter into this Agreement, acting by and through its duly authorized officers.

(b) Edison represents and warrants that the Agreement constitutes a legal, valid and binding obligation of Edison enforceable in accordance with its terms.

### **ARTICLE 10 INDEMNIFICATION**

**10.1. Legal Representation and Costs; Cooperation.** Except as expressly provided herein or in connection with insurance coverage required to be provided in this Agreement by one party for the benefit of the other, each party shall be responsible for its own legal representation and legal costs. Except where there is an actual or potential conflict of interest, the Charter Holder and Edison shall fully cooperate with legal counsel for one another in connection with any legal claim asserted against either of them. Notwithstanding any other provision of this Agreement, neither party shall settle or compromise any claim against the other without the express written permission of that party.

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**10.2. Challenges to the Legality of this Agreement.** Should any claim, demand, or suit be filed against the Charter Holder which arises out of any claim that this Agreement or any part thereof is in violation of law, or of any constitutional provision, statute, law, rule, contract, or collective bargaining agreement binding upon the Charter Holder, the Charter Holder agrees to promptly notify Edison and shall actively seek its assistance and participation in the defense of such claim.

**10.3. Indemnification.** (a) Edison shall indemnify, defend and save and hold the Charter Holder, the Board, their employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits, costs, judgments, or other forms of liability to third parties, actual or claimed, including reasonable attorneys' fees, for injury to property or persons, occurring or allegedly occurring in connection with the operation of the Charter School from conduct committed by Edison or by its employees, officers, directors, subcontractors, agents or by Charter Holder employees while assigned to and under the supervision of Edison during the term of this Agreement or any renewal thereof. Upon timely written notice from the Charter Holder, Edison shall defend the Charter Holder, the Board, their employees, officers, directors, subcontractors and agents in any such action or proceeding brought thereon.

(b) The Charter Holder shall indemnify, defend and save and hold Edison, its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits, costs, judgments or other forms of liability to third parties, actual or claimed, including reasonable attorneys' fees, for injury to property or persons, occurring or allegedly occurring, in connection with the operation of the Charter School from conduct committed by the Charter Holder or by its employees, officers, directors, subcontractors, or agents, unless such conduct is committed by Charter School employees assigned to and working under Edison's supervision in the Charter School. Upon timely written notice from Edison, the Charter Holder shall defend Edison its employees, officers, directors, subcontractors and agents in any such action or proceeding brought thereon.

(c) The Charter Holder shall indemnify, defend and save and hold Edison, its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits, costs, judgments or other forms of liability to third parties, actual or claimed, including reasonable attorneys' fees, for injury to property or persons, occurring or allegedly occurring or arising out of environmental conditions at the Charter School, unless such conditions were created by substances brought onto the site by Edison. Upon timely written notice from Edison, the Charter Holder shall defend Edison its employees, officers, directors, subcontractors and agents in any such action or proceeding brought thereon.

**10.4. No Waiver.** The foregoing provisions shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability to third parties provided or available to any of the parties under applicable state governmental immunities laws.

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### **ARTICLE 11 TERMINATION**

**11.1. Charter Holder Termination for Cause.** (a) The Charter Holder may terminate this Agreement for cause prior to the end of the term specified in Article 2 of this Agreement, in accordance with the procedures set forth in subsection (b) below, for any of the reasons set forth in subparagraphs (1), (2) and (3) below:

(1) if, at any time after the first academic year under Edison's management, the Charter School has failed to make reasonable progress toward student academic achievement; provided that the Charter Holder has advised Edison in writing that its performance has been deficient and has allowed Edison at least one academic year from the time such notice is given in which to remedy such failures;

(2) if Edison substantially breaches any of the material terms and conditions of this Agreement and fails to remedy such breach within 90 days after receipt of written notice of such breach from the Charter Holder; or

(3) if there occurs an enactment, repeal, promulgation or withdrawal of any federal, state, or local law, regulation, or court or administrative decision or order which, after all possible appeals, results in a final judgment or finding that this Agreement or the operation of the Charter School in conformity with this Agreement violates the Charter Holder's responsibilities, duties or obligations under the state or federal constitutions, statutes, laws, rules or regulations.

(b) The following procedures shall apply to any termination pursuant to this Section 11.1. The Charter Holder shall give Edison written notice of its intent to terminate this Agreement at least 90 days prior to the effective date of termination stated in the notice. The cause for termination shall immediately be submitted to the Board President and Edison's Chief Executive Officer, or their respective designees, for consideration and discussions to attempt to resolve the matter. If these representatives are unable to resolve the matter, then termination shall become effective in accordance with the Charter Holder's termination notice. Notwithstanding the foregoing, any termination will not become effective until the end of a school year unless there are unusual and compelling circumstances which would justify the disruption to the educational program and the students which would be caused by a mid-year termination.

**11.2. Edison Termination for Cause.** (a) Edison may terminate the Agreement for cause prior to the end of the term specified in Article 2 of this Agreement, in accordance with the procedures set forth in subsection (b) below, for any of the reasons set forth in subparagraphs (1), (2), (3), or (4) below:

(1) If the Charter Holder fails to adopt the reasonable personnel, curriculum, program or similar recommendations of Edison with respect to the Charter School, which Edison reasonably determines to be necessary for the implementation of the Edison School Design at the Charter School;

(2) If the Charter Holder substantially breaches any of the material terms and conditions of this Agreement and fails to remedy such breach within 90 days after receipt of written

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notice of such breach from Edison. For this purpose, a material breach may include, but is not limited to, failure to make payments as required by this Agreement unless the required payment is subject to reasonable dispute, or any other failure which undermines the joint purposes of this Agreement;

(3) A material reduction in the funding for the Charter School in comparison to the funding for the prior fiscal year; or

(4) The enactment, repeal, promulgation or withdrawal of any federal, state, or local law, regulation, or court or administrative decision or order which has a material adverse effect on Edison's ability to operate the Charter School in accordance with its budget or the Edison School Design.

(b) The following procedures shall apply to any termination pursuant to this Section 11.2. Edison shall give the Board written notice of its intent to terminate this Agreement at least 90 days prior to the effective date of the termination stated in the notice. The cause of termination shall immediately be submitted to the Board President and Edison's Chief Executive Officer, or their respective designees, for consideration and discussions to attempt to resolve the matter. If these representatives are unable to resolve the matter, then termination shall become effective in accordance with Edison's termination notice. Notwithstanding the foregoing, any termination will not become effective until the end of a school year unless there are unusual and compelling circumstances which justify the disruption to the educational program and the students which would be caused by to a mid-year termination.

**11.3. Conditions Precedent.** Edison, in its sole discretion, may declare the Agreement to be void if one or more of the following conditions precedent is not satisfied:

(a) by June 15, 2002, the Charter Holder provides suitable School Facilities as described in Section 5.2.(a) of this Agreement; or

(b) by June 15, 2002, Edison determines that, in its estimation, the Charter School will achieve the expected student enrollment set forth in Article 3 of this Agreement.

**11.4. Disposition of Assets Upon Termination** (a) Upon expiration or termination of this Agreement for any reason, the Charter Holder shall, subject to any limitations and/or conditions in loan or lease agreements to which Edison is a party, to acquire all, but not part, of the property and equipment provided by Edison and located in the Charter School and the homes of the schools' students by paying Edison the "net depreciated value" of such property and equipment, as defined below, within 30 days after the effective date of termination of this Agreement. Edison shall restore the buildings after removing equipment to the condition that existed prior to such removal.

(b) Upon the termination or expiration of this Agreement for any reason, the Charter Holder shall pay Edison for all building fixtures, improvements and alterations added to the School Facilities provided by Edison in an amount equal to the greater of the fair market value or the "net depreciated value" as defined below.

## ***Model New Orleans Charter Agreement***

(c) "Net depreciated value" of any fixed asset shall mean the original purchase price (including taxes and installation charges) minus accumulated depreciation to the date of termination of the Agreement, as such amounts appear in Edison's books of account in accordance with generally accepted accounting principles. Notwithstanding the foregoing, "net depreciated value" with respect to equipment or other property leased by Edison shall mean the amount that is equal to Edison's buy-out cost set in the respective lease or loan agreements as of the date the equipment or other property is to be purchased by the Charter Holder.

**11.5. Remedies.** The sole remedies for breaches of this Agreement shall be specific performance of the obligations outlined herein or termination of this Agreement in accordance with Sections 11.1 and 11.2, except for any breach of any obligation to make monetary payments to the other party. Any monetary payments that are not paid within 30 days after the due date will be subject to interest at the rate of twelve percent per annum.

## **ARTICLE 12 INSURANCE**

**12.1. Liability Insurance.** (a) Edison shall secure and maintain, at its expense, for the protection of the Charter Holder, Edison, and their respective officers, directors, employees, students, teachers and volunteers, insurance, including but not limited to general liability insurance coverage for bodily injury and property damage, as set forth in the attached Appendix D. Such insurance policies shall be issued by an insurance company or companies selected by Edison and licensed to do business in the State, which shall be rated "A" or better by A.M. Best Company. Except as otherwise agreed in writing by the Charter Holder and Edison, all such insurance coverage shall be primary insurance, with deductibles or self insured retentions which are outside the policy limits.

(b) The insurance policies maintained by each party pursuant to this Agreement shall be endorsed to state that coverage shall not be suspended, voided, cancelled, or reduced, in coverage or limits, except after thirty days prior written notice to Edison and the Charter Holder. The parties shall furnish one another certified copies of the insurance or certificates of insurance which name one another as an additional insured and which demonstrate compliance with this Agreement.

**12.2. Property Insurance** (a) Edison shall maintain property insurance for all personal property provided by Edison at the School Facilities, on which the Charter Holder shall be named as an additional insured. Edison shall secure from its insurers waivers of subrogation as against the Charter Holder with respect to damages to the site, and shall otherwise hold the Charter Holder harmless against liabilities arising out of any such damages.

(b) The Charter Holder shall maintain property insurance for the School Facilities and for all personal property on the site provided by the Charter Holder, on which Edison and its facilities manager shall be named as additional insureds. The Charter Holder shall secure from its insurers waivers of subrogation as against Edison and its facilities managers, with respect to damages to the site, and shall otherwise hold Edison and its facilities managers, and their respective offices, employees and agents, harmless against liabilities arising out of any such damages.

**12.3. Workers' Compensation Insurance.** Each party shall secure and maintain workers' compensation insurance covering its employees; however, Edison shall be responsible for the cost

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of workers' compensation insurance coverage for all employees who work in the Charter School under Edison's supervision.

**12.4. Coordination of Risk Management.** The parties shall coordinate risk management activities with one another. This will include the prompt reporting of any and all pending or threatened claims, filing of timely notices of claim, cooperating fully with one another in the defense of any claims and complying with any defense and reimbursement provisions of state governmental immunity laws and applicable insurance policies. Neither party shall compromise, settle, negotiate or otherwise affect any disposition of any claim or potential claims asserted against it to the extent such claims are insured by or through the other party without the approval of the other party.

### **ARTICLE 13 MISCELLANEOUS**

**13.1. Alternate Dispute Resolution.** The parties agree to cooperate in good faith in all actions relating to the Agreement, to communicate openly and honestly, and generally to attempt to avoid disputes in connection with the Agreement. If, nevertheless, a dispute should arise in connection with the Agreement, the parties agree to use their best efforts to resolve such dispute in a fair and equitable manner and without the need for expensive and time-consuming litigation. Except as otherwise set forth in Article 11 of this Agreement, in the event any dispute arises between the Charter School and Edison concerning this Agreement, it shall be resolved in accordance with the alternate dispute resolution procedure that is set forth in Appendix E hereto.

**13.2. Force Majeure.** Neither party shall be liable if the performance of any part or all of this contract is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

**13.3. Independent Contractor Status.** The parties to this Agreement intend that the relationship between them created by this Agreement is that of an independent contractor, and not employer-employee. No agent, employee, or servant of Edison shall be deemed to be the employee, agent or servant of the Charter Holder except as expressly acknowledged in writing by the Charter Holder.

**13.4. Subcontracting.** Edison reserves the right to subcontract any and all services specified in this Agreement to the Charter Holder and/or to public or private subcontractors, as permitted by law. However, except as delineated in the Edison School Design, Edison shall not subcontract the management, oversight or operation of the teaching and instructional program, except as specifically permitted herein or as expressly agreed to in writing by the Charter Holder.

**13.5. No Third Party Beneficiary Rights.** No third party, whether a constituent of the Charter Holder or otherwise, may enforce or rely upon any obligation of, or the exercise of or failure to exercise any right of, the Charter Holder or Edison in this Agreement. This Agreement is not intended to create any rights of a third party beneficiary.

**13.6. Appendices and Exhibits.** The parties agree to the terms and conditions of this Agreement and the Appendices and Exhibits attached hereto and incorporated herein by reference. As of the

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date of the execution of this Agreement, the parties have not agreed to the terms and conditions of the following Appendices and Exhibits: [insert if applicable]. The above listed Appendices and Exhibits shall become incorporated herein and part of this Agreement effective as of the date the parties agree to the terms and conditions of the Appendices and Exhibits.

**13.7. Entire Agreement.** This Agreement and the Appendices and Exhibits hereto shall constitute the full and complete agreement between the parties. All prior representations, understandings and agreements are merged herein and are superseded by this Agreement.

**13.8. Construction and Enforcement.** The Agreement shall be construed and enforced in accordance with the laws of the State.

**13.9. Amendments.** This Agreement may be altered, amended, changed or modified only by agreement in writing executed by Edison and the officer of the Board authorized to so execute by action of the Board on behalf of the Charter Holder.

**13.10. Section Headings.** The section headings shall not be treated as part of this Agreement or as affecting the true meaning of the provisions hereof. The reference to section numbers herein shall be deemed to refer to the numbers preceding each section.

**13.11. Invalidity of Provisions of this Agreement** If, for any reason, any provision hereof shall be determined to be invalid or unenforceable, the validity and effect of the other provisions hereof shall not be affected thereby.

**13.12. Assignment.** This Agreement shall not be assigned by either party without the prior written consent of the other party, provided that (i) Edison may, without consent of the Charter Holder, delegate the performance but not responsibility for such duties and obligations of Edison as specifically set forth herein; and (ii) Edison may assign this Agreement to a successor entity that acquires through a corporate reorganization substantially all of Edison's assets and liabilities.

**13.13. No Waiver.** No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

**13.14. Survival.** All representations, warranties and indemnities made herein shall survive termination of this Agreement.

**13.15. Notices.** All notices required or permitted by this Agreement shall be in writing and shall be either personally delivered or sent by nationally-recognized overnight courier, facsimile or by registered or certified U.S. mail, postage prepaid, addressed as set forth below (except that a party may from time to time give notice changing the address for this purpose). A notice shall be effective on the date personally delivered, on the date delivered by a nationally-recognized overnight courier, on the date set forth on the receipt of a telecopy or facsimile, or upon the earlier of the date set forth on the receipt of registered or certified mail or on the fifth day after mailing.

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To Edison at:  
Edison Schools Inc.  
521 Fifth Avenue, 11th Floor  
New York, NY 10175  
Attn: H. Christopher Whittle  
Facsimile: 212-419-1604

with a copy to:  
Edison Schools Inc.  
521 Fifth Avenue, 11<sup>th</sup> floor  
New York, NY 10175  
Attn: \_\_\_\_\_  
Facsimile: 212-419-1868

To Charter Holder at:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Facsimile: \_\_\_\_\_

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year first above written.

**[CHARTER HOLDER]**

**EDISON SCHOOLS INC.**

By: \_\_\_\_\_  
President, Board of Directors

By: \_\_\_\_\_  
H. Christopher Whittle  
President and CEO



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**APPENDICES AND EXHIBITS**

APPENDIX A	Form of Modification Agreement
APPENDIX B	Assessment and Performance Criteria
APPENDIX C	Insurance
APPENDIX D	Alternative Dispute Resolution
EXHIBIT 3	External Public Funding
EXHIBIT 4	Expenses of the Charter Holder
EXHIBIT 5	Projected Budget

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APPENDIX A

FORM OF MODIFICATION AGREEMENT

THIS MODIFICATION AGREEMENT is made and entered into as of the \_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_, by and between Edison Schools Inc. ("Edison"), a Delaware Corporation, and \_\_\_\_\_ ("Charter Holder"), a nonprofit corporation organized and existing under the laws of the State of \_\_\_\_\_.

1. **Expansion Academies.** Edison and the Board entered into an agreement dated as of \_\_\_\_\_, 200\_\_, (the "Agreement") whereby Edison manages and operates the educational program at the Charter School identified therein. Pursuant to Article 3 of the Agreement, the parties hereby agree that the following Academies shall be added to the list of Academies at the Charter School for which Edison performs services under the Agreement as of the initial school year noted below.

<u>Initial School Year</u>	<u>School/Address</u>	<u>Grades</u>	<u>Expected Enrollment</u>
--------------------------------	-----------------------	---------------	--------------------------------

2. **Term.** The term of the Agreement is hereby extended to June 30, \_\_\_\_\_ [insert the fifth year following the latest opening date of the schools listed above.]

3. **Fees.** The fees payable to Edison with respect to the students enrolled at the schools listed above will be calculated in accordance with the terms set forth in Article 6 of the Agreement.

4. **Other Modifications.** [Insert any additional modifications if necessary.]

IN WITNESS WHEREOF, the parties hereto have executed this Modification Agreement as of the day and year first above written.

**[CHARTER HOLDER]**

**EDISON SCHOOLS INC.**

By: \_\_\_\_\_  
President, Board of Directors

By: \_\_\_\_\_  
H. Christopher Whittle  
President and CEO

APPENDIX B

**ASSESSMENT AND PERFORMANCE CRITERIA**

Edison is accountable for delivering satisfactory performance in the following three areas:

- Student Achievement,
- Customer Satisfaction, and
- Delivery of the Edison Design.

**Student Achievement**

Edison is accountable first and foremost for the progress of students in meeting challenging standards of learning. Student achievement levels are measured by two indicators—state or district standardized tests and Edison’s own internal assessment tools that support the Edison design.

*Standardized Tests*

Student achievement on standardized exams will be evaluated by measuring student progress against applicable baseline data. Baseline data will be generated at the partnership school no later than the end of the first year of operation. The preferred—and most reliable—method of establishing baselines is to use the scores posted by students during their first year in an Edison school. Scores from the spring prior to the opening of the Edison school should be used only if they are available at the level of individual students and thereby represent only students who move on to the Edison school in the fall. Edison must be able to verify that test conditions for any prior spring administrations were standard and free of any alleged irregularities.

The preferred—and most reliable—method for analyzing achievement data will be to compare the progress of individual students over time. If this method of evaluation is not possible, achievement data will be analyzed by comparing the performance of cohorts of students over time. In the event that data cannot be analyzed through either of these means, the performance of different groups of students at the same grade level will be analyzed over time. Regardless of which form of data is generated, the standard of evaluation shall be whether students are making reasonable annual progress toward high standards, or once high standards are reached, maintaining achievement at those levels.

*Edison Assessments*

Edison is accountable for demonstrating student academic progress within the Edison design. To demonstrate progress, Edison will use the results of Quarterly Learning Contract (QLCs) to gauge levels of achievement against Edison’s rigorous academic standards. The data generated by QLCs will be supported by student portfolios as well as by Edison’s system-wide assessment system, known as benchmark assessments.

## ***Model New Orleans Charter Agreement***

### **Customer Satisfaction**

Edison will administer annually a nationally-recognized survey to measure the satisfaction of parents, students, and staff through a school. Edison is accountable for either demonstrating steadily improving levels of satisfaction or maintaining high levels of satisfaction, as measured by the average satisfaction levels of comparable schools participating in the same survey program. Edison is also accountable for student attendance, parent attendance at QLC meetings, and teacher turnover, all of which should evidence the support and continuity necessary to sustain a high level of performance at the school.

### **Design Implementation**

Edison is accountable for effectively implementing all aspects of the school design, as measured by against Edison's rigorous school performance standards and judged by supervisors within the Edison system. These standards, as well as the observations of Edison supervisors, are maintained in a permanent central database and are available upon request by the board.

To document progress in each of these areas, Edison will provide the board with an annual end-of-year report no later than November 30<sup>th</sup> of each school year, beginning in Year 2.

*Model New Orleans Charter Agreement*

APPENDIX C

**INSURANCE**

Edison shall secure and maintain the following minimum insurance:

- Commercial general liability insurance with limits of one million dollars (\$1,000,000) per occurrence and two million dollars (\$2,000,000) aggregate;
- Automobile liability insurance of one million dollars (\$1,000,000); and
- Employee dishonesty insurance with limits of five hundred thousand dollars (\$500,000)
- Educators' legal liability insurance with limits of two million dollars (\$2,000,000) each claim and two million dollars (\$2,000,000) aggregate
- Umbrella liability coverage of \$25,000,000 in excess of the primary commercial general, automobile and employers general liability insurance.

## *Model New Orleans Charter Agreement*

### APPENDIX D

#### **ALTERNATE DISPUTE RESOLUTION PROCEDURE**

- A. The Charter Holder and Edison agree that the existence and details of a dispute notwithstanding, both parties shall continue without delay their performance hereunder, except for any performance which may be directly affected by such dispute.
- B. Either party shall notify the other party that a dispute exists between them. Such notification shall be in writing and shall identify the article and section of the Agreement that is in dispute and the grounds for the position that such article and section is in dispute. The matter shall be immediately submitted to the President of the Board and Edison's Chief Executive Officer, or their respective designees, for further consideration and discussions to attempt to resolve the dispute.
- C. In the event these representatives are unable to resolve the dispute informally pursuant to this procedure within 30 days after the date of notification by one to the other of the existence of such dispute, then either party may elect to submit the matter to the Board for its consideration. The submission to the Board shall be made in writing to the other party and to the Board President for delivery to the Board, no later than 40 days after the initial date of notification by one party to the other of the existence of the dispute.
- D. In the event that the matter is not submitted to the Board, or if the matter has been submitted to the Board and the Board has not been able to resolve the matter within 30 days following submission of the dispute to the Board, then the matter shall be submitted to final and binding arbitration, as provided below.
- E. The matter shall be submitted to arbitration by notice in writing to the other party. Such notice shall be submitted no later than 40 days after the initial date of the notification of the existence of the dispute, if the matter has not been submitted to the Board under paragraph "C", and no later than 80 days after the initial date of notification of the existence of the dispute if the matter has been submitted to the Board under paragraph "C".
- F. Any and all disputes which can not be resolved informally shall be settled by final and binding arbitration in accordance with the Commercial Arbitration Rules of the American Arbitration Association, except as otherwise expressly provided herein or agreed to in writing by the parties, or to the extent inconsistent with the requirements of state law. The parties expressly agree that the arbitrator(s) shall be required to render a written opinion concerning the matters in controversy, together with their award. The arbitration shall take place in the city in which the Charter School is located and that judgment upon the award rendered by the arbitrator(s) may be entered in any court having jurisdiction thereof, in accordance with the laws of the State.
- G. Each party shall pay one-half of the reasonable fees and expenses of the neutral arbitrator. All other fees and expenses of each party, including without limitation, the fees and expenses of its counsel, witnesses and others acting for it, arbitrators not jointly appointed, shall be paid by the party incurring such costs.
- H. The arbitrator(s) shall have no authority to add to, delete from, or otherwise modify any provision of this Agreement or the Edison School Design, or to issue an award having such effect.

## *Model New Orleans Charter Agreement*

### **EXHIBIT 1**

#### External Public Funding

The parties recognize that the Edison design provides programs and services that are supplemental to the prevailing area public schools' educational program[s] and that as such Edison on behalf of the Charter Holder reserves the right to seek external source revenue to assist in the provision of these enriched programs. Edison shall have the right to apply for and receive grant money on its own or together with the Board, and to retain any such funds for its use consistent with the terms of such grants. Any such monies received by Edison shall not reduce the fees due under this Agreement.

The monies to be remitted to Edison pursuant to Article 6 shall include all external-source revenue which the Charter School receives and for which the Charter School or its students are eligible, including but not limited to those set forth below. Specifically, Edison shall be entitled to receive the following funding on a per capita basis during the year in which the students eligible for or subject to such funding are enrolled in the Charter School, to the extent such funding is actually received by the Charter School, and in a manner consistent with the terms of this Agreement:

- (a) special education funding provided by federal and state governments to the Charter School that is directly allocable to special education students in the Charter School.
- (b) gifted and talented funding provided by federal and state governments to the Consortium that is directly allocable to gifted and talented students in the Charter School;
- (c) at-risk funding provided by federal and state governments to the Consortium that is directly allocable to at-risk students in the Charter School;
- (d) funding provided by federal and state governments to the Consortium that is directly allocable to students in the Charter School with limited English proficiency;
- (e) any other federal and state grant funds, including Title 1, which is directly allocable to the Charter School;
- (f) any private grant funds which are directly allocable to the Charter School, subject to the terms of Section 6.9 of this Agreement; and
- (g) unless otherwise expressly provided in this Agreement or subsequently agreed by the Parties in writing, all other external-source revenue which is directly attributable to Charter School students, and any applicable subsidies for which Charter School students may be eligible.

## *Model New Orleans Charter Agreement*

### **EXHIBIT 2**

#### Expenses of the Charter Holder

The terms “Operating Costs” and “Charter Holder Costs”, as such terms are used in Article 6.3, and, with respect to Operating Costs, in the budget submitted to the Charter Holder for its approval, have the following meanings and consist of the following line-item costs:

A. Operating Costs (as defined in Article 6.3) include, but are not limited to, the following:

- Instruction Expenses (Personnel and Non-Personnel)
- Technology Support Expenses (Personnel and Non-Personnel)
- Facility Support Expenses (Personnel and Non-Personnel)
- Administration Expenses (Personnel and Non-Personnel)

B. Charter Holder Costs shall include, and be limited to, the following:

- Debt service mutually agreed to by the Board and Edison.
- Charter Holder General & Administrative allowance:
  - (i) 2007-2008: \$
  - (ii) 2008-2009 \$
  - (iii) 2009-2010 \$
  - (iv) 2010-2011: \$
  - (v) 2011-2012: \$



*Model New Orleans Charter Agreement*

**EXHIBIT 5**

Projected Budget

**c. A detailed explanation of experience in working with the proposed target population.**

Edison Schools Inc. has been selected by the Broadmoor Charter School Board as the education management company for the proposed Andrew H. Wilson Charter School. Edison Schools has had extensive experience in working with the proposed target population of the AHWCS as the following narrative and presentation highlights.

Edison Schools is the nation's leading public school partner with schools and districts, focused on raising student achievement through its research-based Edison School Design comprised of a proven school design, standards based curriculum and instruction, uniquely aligned assessment systems, interactive professional development, integrated use of technology and other proven program features. The Edison Design is the result of over 15 years and \$475 million of research and development. The on-going research and development process started in 1992 with the Edison Project and has continued throughout the company's existence.

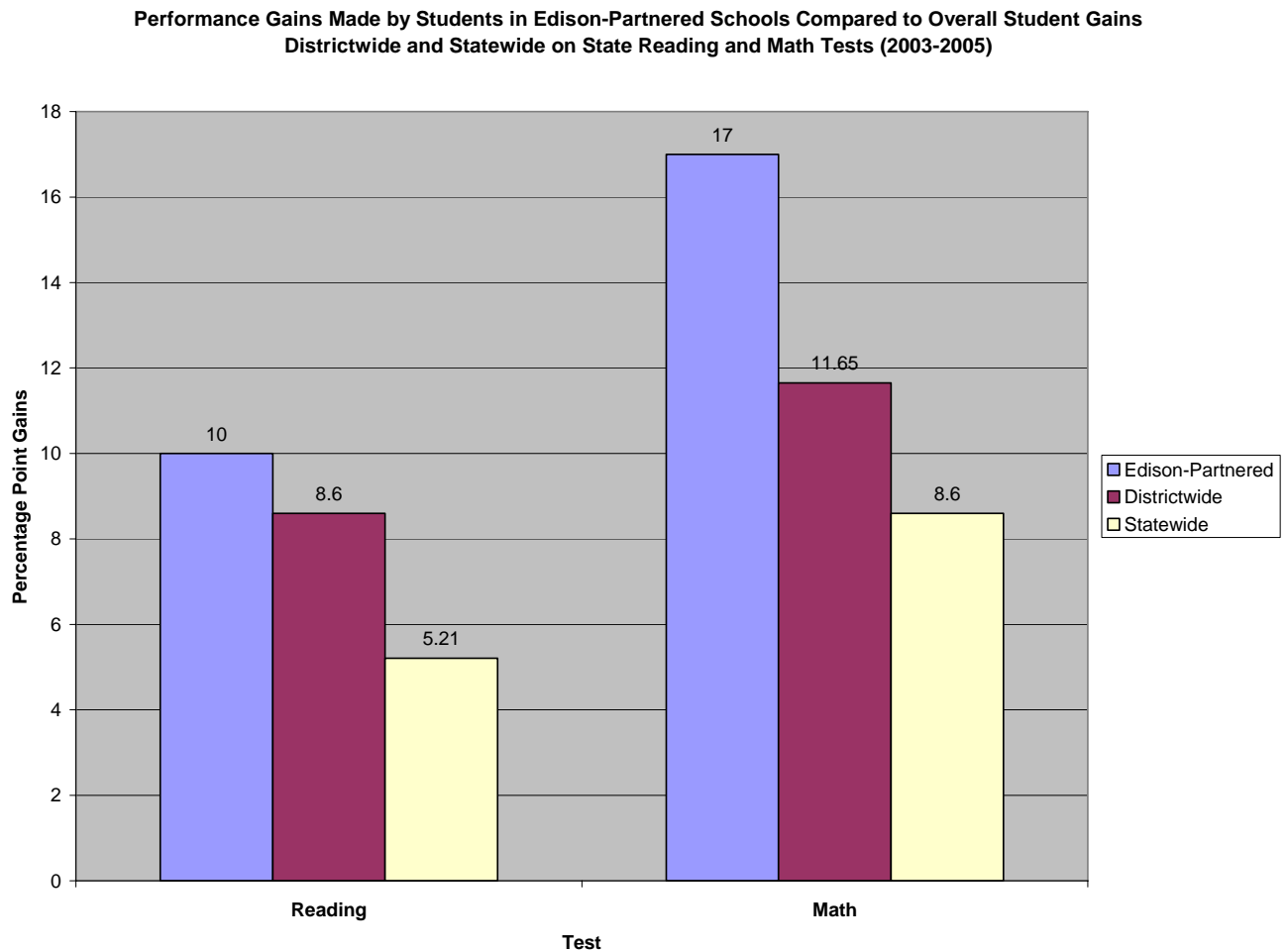
The presentation provided as Exhibit 15 highlights the achievement gains made by students in Edison Schools, both charter schools and regular district public schools managed by Edison, in Maryland, the District of Columbia, Illinois, California, Georgia and New York State. The schools in this presentation all are representative of the expected population of the proposed Andrew H. Wilson Charter School in terms of poverty and racial demographics. The Edison Schools in this analysis have a student population that is predominantly minority (African-American and Latino) and the majority are eligible for free- and reduced-priced lunch.

The Edison Schools' academic model has recently received high marks from an independent national research group, American Institutes of Research, in their report released in 2006 entitled "CSQR Center Report on Education Services Providers" which reviewed the quality of seven prominent education service providers (Edison Schools, Imagine Schools, the Leona Group, Mosaica Education, National Heritage Academies, SABIS Educational Systems and White Hat Management). Among the highlights and conclusions of the report were:

- Edison was ranked highest among these seven providers in "evidence of positive effects on student achievement," in particular student achievement in populations of high poverty students in historically low-performing schools;
- Edison was rated as "very strong" in evidence of a link between research and the model's design;
- Edison was rated "very strong" in evidence of readiness for successful implementation;
- Edison was rated "very strong" in evidence of professional development and technical assistance to enable successful implementation;
- Edison Schools currently is the only provider among that seven that has a solid body of evidence of efficacy.

In another independent study involving Edison Schools, The RAND Corporation, in their published study entitled "Inspiration, Perspiration and Time *Operations and Achievement in Edison Schools*" issued in 2005 found that schools that implement the Edison curriculum and design make achievement gains over time. Indeed, over the past two years, schools that have partnered with Edison and implemented its academic curriculum and assessment protocol have improved their performance on high-stakes tests—the mandated State assessments in Reading

and Math—by an average of 10 percentage points in Reading and 17 percentage points in Math—outpacing by a significant factor their non-partnered counterparts in the districts and states where Edison partnership schools are located. The following chart illustrates this fact:



In addition to increasing the number of students performing at state-mandated levels of proficiency, students in schools managed by Edison also fail at lower rates than their demographic peers.

We are confident that AHWCS' choice in partnering with Edison Schools and our subsequent implementation of Edison Schools' academic curriculum and assessment protocol will result in similarly positive statistics for our students as they progress through our program.

Edison Schools has the capacity and record of strong academic performance to work with the Broadmoor Charter School Board in creating a strong public charter school in the proposed Andrew H. Wilson Charter School.

- 33. Discuss any fee-based commitments for partnerships or other relationships with community organizations or individuals that would enrich the learning opportunities of students in the school. Programs and partnerships that are described elsewhere in this Application should be documented by providing evidence and intent of services to be provided to the school. Evidence of support may include letters of intent, memoranda of understanding and/or contracts. Response should clearly indicate the purpose, scope of services, and how the partnership supports the overall mission, school philosophy and education program.**

The Andrew H. Wilson Charter School does anticipate establishing any fee-based commitments for partnerships or other relationships at this time.

- 34. Provide a staffing chart for the school. The staffing chart should indicate Instructional and Non-Instructional personnel. Identify the number of classroom teachers, teaching aides or assistants, as well as any specialty teachers. Also, include details regarding the support and operational staff.**

The following is the proposed staffing of the AHWCS in its first year of operations. The school will be led by a principal who will be supported by a school operations manager and an office manager. There will be 18 full-time classroom teachers, not including specialty teachers, the reading specialist and special education teachers. The Board and Edison are aware of staff licensure requirements for and will ensure that all such requirements are met.

**Staffing Chart**

Position	Number
Principal	1
Lead Teacher	3
Senior Teacher	5
Teacher	5
Resident Teacher	5
Specials Teachers	6
ESL	1
Special Education Teachers	3
Reading Specialist	1
Tutors	2.5
Kindergarten Aides	3
Lunch Aides	2
School Safety Director	1
Technology Services Manager	1
Library Media Specialist	1
Secretary/Office Manager	1
Student Support Manager	1
Nurse/Health Services	1
School Operations Specialist	1
Total	44.5

**32. If the proposed school is contracting with a management company, provide information and background regarding how and why the management company was selected; include in your response the following:**

Members of the Board have been in discussions with Edison Schools since the summer of 2006. The Board engaged in a thorough due diligence process that resulted in our ultimate decision to partner with Edison Schools to provide management services to the proposed Andrew H. Wilson Charter School. Our due diligence involved several meetings with the general counsel, academic and curriculum, development, financial and operational staff of Edison's central office to determine if the company had the capacity to serve our school effectively and if they, importantly, shared our vision for what we believed our school could be for the children and families it would serve and for our greater Broadmoor community of which it would be an integral part. In addition, members of our Board had the opportunity to visit Drew Charter Achool in Atlanta to see an Edison School "in action." We spent the day in the school visiting classrooms and talking with administration and staff in order to get a better understanding of the relationship and working dynamic between Edison and one of its partner schools. We spent extensive time reviewing the data on Edison Schools impact on student performance, in particular with students fitting the demographic of what we expect our student body will be. Edison met the standards we expected of a partner company that would ensure, to the greatest degree possible, a successful school.

**a. Evidence of success including annual performance reports for existing schools, audited financial statements, and a letter of support from existing school(s) and/or authorizers.**

A comprehensive overview of annual performance of schools is provided in response to item (c) below and includes as Exhibit 15 a presentation highlighting the performance of a number of schools with similar student populations that we expect will be enrolled at AHWCS. In addition, the audited financial statements for Edison Schools and letters of support from existing schools under Edison management follow.

**Edison Schools Inc.**  
**Consolidated Financial Statements**  
**June 30, 2006 and 2005**

**Edison Schools Inc.**  
**Index**  
**June 30, 2006 and 2005**

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**Report of Independent Auditors**

To the Board of Directors of Edison Schools Inc.

In our opinion, the accompanying consolidated balance sheets and the related consolidated statements of income, changes in stockholder's equity and cash flows present fairly, in all material respects, the financial position of Edison Schools Inc. (the "Company") at June 30, 2006 and 2005, and the results of its operations and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America. These financial statements are the responsibility of the Company's management; our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits of these statements in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and significant estimates made by management, and evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

*PricewaterhouseCoopers LLP*

October 25, 2006

**Edison Schools Inc.**  
**Consolidated Balance Sheets**  
**June 30, 2006 and 2005**

	2006	2005
<b>Assets</b>		
Current assets		
Cash and cash equivalents	\$ 48,540,512	\$ 54,668,197
Accounts receivable	92,344,928	109,589,754
Notes receivables, net	9,003,035	15,230,484
Other receivables	5,451,620	5,437,014
Other current assets	4,561,765	8,992,017
Total current assets	159,901,860	193,917,466
Property and equipment, net	39,651,332	45,031,653
Restricted cash	6,492,164	6,974,478
Notes receivable, net, less current portion	11,788,537	11,889,367
Other receivables, less current portion	3,587,986	3,729,154
Long-term receivables	4,467,417	7,923,564
Goodwill	2,094,896	2,094,896
Other intangible assets	4,223,038	5,278,797
Other assets	4,428,043	7,380,103
Total assets	<u>\$ 236,635,273</u>	<u>\$ 284,219,478</u>
<b>Liabilities and Stockholder's Equity</b>		
Current liabilities		
Current portion of long-term debt	\$ 1,993,363	\$ 4,745,496
Accounts payable	21,417,470	21,686,588
Accrued compensation, benefits and other expenses	43,977,994	52,977,818
Total liabilities	67,388,827	79,409,902
Long-term debt, less current portion	46,539,142	73,896,978
Other liabilities	9,506,684	8,776,406
Total liabilities	<u>123,434,653</u>	<u>162,083,286</u>
Minority interest in subsidiary	<u>2,203,493</u>	<u>2,275,013</u>
Commitments and contingencies (Note 12)		
Stockholder's equity		
Common stock, par value \$.01; 100 shares authorized, issued and outstanding	1	1
Additional paid-in capital	118,057,264	118,057,264
Accumulated other comprehensive income (loss)	(170,607)	(163,370)
Retained earnings (accumulated deficit)	(6,889,531)	1,967,284
Total stockholder's equity	<u>110,997,127</u>	<u>119,861,179</u>
Total liabilities and stockholder's equity	<u>\$ 236,635,273</u>	<u>\$ 284,219,478</u>

The accompanying notes are an integral part of these consolidated financial statements.

**Edison Schools Inc.**  
**Consolidated Statements of Income**  
**Years Ended June 30, 2006 and 2005**

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	2006	2005
Net revenue	\$ 340,105,916	\$ 410,943,962
Education and operating expenses		
Direct site expenses		
Company paid	204,714,022	215,968,016
Client paid	54,042,098	89,826,089
Administration, curriculum and development	70,587,370	74,033,592
Depreciation and amortization	13,693,154	22,839,758
Pre-opening expenses	290,102	1,279,796
Total education and operating expenses	343,326,746	403,947,251
Income (loss) from operations	(3,220,830)	6,996,711
Other income (expense)		
Interest income	4,523,786	5,869,683
Interest expense	(9,449,852)	(10,435,031)
Other	146,453	50,394
Total other expense	(4,779,613)	(4,514,954)
Income (loss) before provision for income taxes	(8,000,443)	2,481,757
Provision in lieu of Federal income taxes	-	(1,290,764)
Benefit from (provision for) Federal alternative minimum tax	29,468	(80,673)
Benefit from (provision for) state and local income taxes	114,160	(400,000)
Net income (loss)	\$ (7,856,815)	\$ 710,320

The accompanying notes are an integral part of these consolidated financial statements.

**Edison Schools Inc.**  
**Consolidated Statements of Changes in Stockholder's Equity**  
**Years Ended June 30, 2006 and 2005**

	Common Stock Shares	Amount	Additional Paid-in Capital	Accumulated Other Comprehensive Income	Retained Earnings	Total
<b>Balance, June 30, 2004</b>	100	\$ 1	\$ 118,057,264	\$ 67,943	\$ 1,256,964	\$ 119,382,172
Net income for the year ended June 30, 2005					710,320	710,320
Cumulative translation adjustment				(231,313)		(231,313)
Total comprehensive income (loss)						479,007
<b>Balance, June 30, 2005</b>	100	1	118,057,264	(163,370)	1,967,284	119,861,179
Net income (loss) for the year ended June 30, 2006					(7,856,815)	(7,856,815)
Cumulative translation adjustment				(7,237)		(7,237)
Total comprehensive income (loss)						(7,864,052)
Dividends paid					(1,000,000)	(1,000,000)
<b>Balance, June 30, 2006</b>	100	\$ 1	\$ 118,057,264	\$ (170,607)	\$ (6,889,531)	\$ 110,997,127

The accompanying notes are an integral part of these consolidated financial statements.

**Edison Schools Inc.**  
**Consolidated Statements of Cash Flows**  
**Years Ended June 30, 2006 and 2005**

	2006	2005
<b>Cash flows from operating activities</b>		
Net income (loss)	\$ (7,856,815)	\$ 710,320
Adjustments to reconcile net income (loss) to net cash provided by operating activities		
Depreciation and amortization of property and equipment	12,637,395	21,783,998
Amortization of intangibles	1,055,759	1,055,760
Amortization of debt issuance costs and other	597,508	646,495
Provision for accounts receivable	994,757	4,236,087
Provision for notes receivable	(38,183)	843,577
Interest on notes receivable	(380,383)	(696,564)
Provision in lieu of Federal income taxes	-	1,290,764
Loss (gain) on disposal of assets	(77,375)	141,467
Minority interest in net loss of subsidiary	(71,520)	(70,394)
Changes in operating assets and liabilities		
Accounts and other receivables	19,832,778	(21,883,144)
Other current assets	5,068,711	(2,057,607)
Accounts payable and accrued expenses	(9,532,402)	6,347,100
Other liabilities	723,037	(741,451)
Cash provided by operating activities	<u>22,953,267</u>	<u>11,606,408</u>
<b>Cash flows from investing activities</b>		
Additions to property and equipment	(7,886,903)	(5,145,772)
Proceeds from disposition of property	1,911,235	5,871,094
Proceeds from notes receivable	7,572,007	22,070,120
Additions to notes receivable	(665,384)	(3,101,256)
Other assets	615,748	(658,330)
Cash provided by investing activities	<u>1,546,703</u>	<u>19,035,856</u>
<b>Cash flows from financing activities</b>		
Increase in borrowings under lines of credit	10,000,000	-
Payments on notes payable, capital leases and term loan	(40,109,969)	(7,277,158)
Deferred financing costs	-	(809,291)
Dividends to shareholder	(1,000,000)	-
Reduction in restricted cash	482,314	1,808,637
Cash provided by (used in) financing activities	<u>(30,627,655)</u>	<u>(6,277,812)</u>
Increase (decrease) in cash and cash equivalents	(6,127,685)	24,364,452
<b>Cash and cash equivalents</b>		
Beginning of the year	54,668,197	30,303,745
End of the year	<u>\$ 48,540,512</u>	<u>\$ 54,668,197</u>
<b>Supplemental disclosure of cash flow information</b>		
Cash paid during the years for		
Interest	\$ 7,105,439	\$ 8,127,057
State and local income taxes	\$ 444,718	\$ 240,724
<b>Supplemental disclosure of non-cash investing and financing activities</b>		
Additions to property and equipment included in accounts payable	\$ 263,462	\$ 172,519
Property and equipment acquired under capitalized lease obligations	\$ -	\$ 4,417,339

The accompanying notes are an integral part of these consolidated financial statements.

**Edison Schools Inc.**  
**Notes to Consolidated Statements**  
**June 30, 2006 and 2005**

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**1. Description of Business**

Edison Schools Inc. (the "Company") manages elementary and secondary public schools under contracts with school districts and charter school boards located in 19 states and Washington, D.C. For the school year ended June 30, 2006, the Company operated 136 schools with approximately 61,000 students.

The Company provides the education program, recruits and manages personnel, and maintains and operates the facilities at each managed school. The Company also assists charter schools in obtaining facilities and the related financings. Additionally, the Company provides supplemental educational services, summer and after-school programs, tutoring, and consultative services.

**Business Combination**

On November 14, 2003 (Acquisition date), the Company was acquired by a newly formed entity, Shakespeare Acquisition LLC, subsequently renamed Edison Schools Holdings, LLC (the "Parent"), through a newly formed acquisition subsidiary. On November 14, 2003, the newly formed acquisition subsidiary merged into Edison Schools Inc., with Edison Schools Inc. being the surviving company. Pursuant to the acquisition, all of the outstanding shares of the Company's capital stock were exchanged for cash. In addition, all of the outstanding stock options and warrants immediately became vested and were exchanged for cash. In connection with the acquisition, an affiliate of the majority equity holder of the Parent paid \$55 million of pre-acquisition debt owed by Edison Schools Inc. and loaned the Company \$65 million of which the Company paid \$25 million back in September 2006 (see Note 7). These financial statements reflect the operations of the Company for the years ended June 30, 2006 and 2005.

The acquisition price was \$115.9 million, including approximately \$3.6 million in transaction costs. The acquisition was accounted for under Statement of Financial Accounting Standards ("SFAS") #141, "Business Combinations," and the total purchase price was allocated to the assets and liabilities based on their fair values as of the acquisition date. The excess of purchase price over the fair value of net assets acquired ("goodwill") amounted to \$4.6 million. In conjunction with this transaction, the Parent awarded a portion of its shares, valued at \$2.1 million, to the Edison Schools Inc. CEO/Founder. The Company has accounted for this stock award as additional paid in capital of \$2.1 million and a corresponding increase in goodwill, which is included in the aforementioned \$4.6 million goodwill amount. Subsequent to the acquisition, goodwill was reduced by the tax benefits of net operating loss carry forwards realized for which a valuation allowance had been established at acquisition date.

The CEO/Founder has executed a covenant not to compete, with a value of \$7 million, for the period November 14, 2003 through the later of June 30, 2010 or two years following the termination of his employment. The Company is amortizing this intangible asset on a straight line basis from November 14, 2003 to June 30, 2010.

**2. Summary of Significant Accounting Policies**

**Basis of Presentation**

The consolidated financial statements include the accounts of the Company and its subsidiaries, including Edison Schools UK Ltd. ("Edison UK") after the elimination of intercompany transactions.

**Cash and Cash Equivalents**

For purposes of reporting cash flows, cash and cash equivalents include cash on hand, time deposits, highly liquid debt securities and money market accounts, generally all with original

**Edison Schools Inc.**  
**Notes to Consolidated Financial Statements**  
**Years ended June 30, 2006 and 2005**

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maturities of three months or less. The Company maintains funds in accounts in excess of federally insured limits; however, management believes that it minimizes risk by maintaining deposits in high-quality financial institutions.

**Property and Equipment**

Property and equipment are stated at cost. Routine maintenance and repairs are expensed as incurred. The cost of major additions, replacements, and improvements are capitalized. Gains and losses from sales or retirements of property and equipment are included in results for the year. Depreciation is computed on a straight-line basis over the estimated useful lives of the respective assets (40 years for buildings, the remaining lease term or useful life, whichever is shorter, for leasehold improvements and three to five years for all other items).

From time to time, the Company purchases or renovates existing buildings to ready them for charter school use. It is the Company's intention to recapture the purchase or renovation costs through sale to a third party or through the sale or lease of the building to the charter school board. Buildings or renovations completed and ready for charter school use are depreciated on a straight-line basis over the estimated useful life of the building.

**Goodwill**

The Company evaluates goodwill for impairment on an annual basis (or whenever events occur which may indicate a possible impairment) in accordance with SFAS #142, "Goodwill and Other Intangible Assets".

In testing for impairment of goodwill, SFAS #142 requires the Company to estimate the fair value of the business to which the goodwill relates and compare such fair value to the book value of the business acquired. If the estimated fair value is less than the book value of the acquired business, then the Company is required to estimate the fair value of all identifiable assets and liabilities of the business in a manner similar to the allocation under SFAS #141 and then determine the impairment of goodwill. The determination of the fair value of the business is based on assumptions and estimates of the discounted cash flows of the business, as well as considering the comparable values of other companies in the educational field. The business assumptions and estimates are based on the same data that is used to manage the business.

Pursuant to SFAS #109, "Accounting for Income Taxes", the amount of goodwill on the balance sheet is reduced as the Company realizes the tax benefit of its net operating loss carryforwards and other deferred tax assets for which a valuation allowance had been established at acquisition date (see Note 10).

**Long-Lived Assets**

The carrying amount of long-lived assets, excluding goodwill, is reviewed on a regular basis for the existence of facts or circumstances, both internally and externally, that suggest impairment. The Company determines if the carrying amount of a long-lived asset is impaired based on anticipated undiscounted cash flows before interest from the use of the asset. In the event of impairment, a loss is recognized based on the amount by which the carrying amount exceeds the fair value of the asset. Fair value is determined based on appraised value of the asset or the anticipated cash flows from the use of the asset, discounted at a rate commensurate with the risk involved.

**Restricted Cash**

Restricted cash consists of cash held in escrow as collateral for certain insurance policies, amounts for guarantee of contract performance and amounts associated with guarantees under certain charter school clients' debt agreements. The Company classifies restricted cash balances as

**Edison Schools Inc.**  
**Notes to Consolidated Financial Statements**  
**Years ended June 30, 2006 and 2005**

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current and non-current based on terms of related agreements that govern the use of the restricted cash. Restricted cash balances classified as current are included in other current assets in the consolidated balance sheets.

**Revenue Recognition**

Revenues are principally earned from contractual agreements to manage and operate district and charter schools. The Company also earns revenue from summer school and after-school program fees and other supplemental educational services. The Company recognizes revenue for each managed school over the period services are performed, pro rata over the typical school year, 11 months from August through June, and for summer school and other educational services, over the period such services are performed.

Most of the Company's management agreements provide that it earns a fee based upon the number of children who attend the schools it manages, and therefore the Company only earns revenue to the extent students attend the schools. In most instances, there is a "base" fee per pupil and several "categorical" fee components paid only for students in certain categories (for example, low-income, English as a second language, and other categories). In some charter schools, the Company's fee has a fixed component and a variable component.

The Company follows the guidance of Emerging Issues Task Force ("EITF") 99-19 "Reporting Revenue Gross as a Principal versus Net as an Agent" and EITF 01-14 "Income Statement Characterization of Reimbursements Received for 'Out-of-Pocket' Expenses Incurred" regarding classification of revenues. Specifically, the Company recognizes revenues, net of expenses that the Company is not primarily obligated to pay.

The Company often purchases certain essential services, such as transportation, from third parties and/or from its clients. In addition, teachers in schools generally remain employees of the Company's clients and are often paid through the clients' payroll systems. Where such arrangements exist, the client deducts the amounts it has expended for staff salaries and/or purchased services from the amount owed to the Company when remitting payment. These amounts are disclosed as "Direct Site Expenses — Client paid" on the Company's consolidated statements of income where the Company is deemed to be the primary obligor with respect to such services.

The Company recognizes per-pupil funding from local, state and federal sources, including Title I and special education funding. Significant management estimates and assumptions are required to determine these funding levels. The Company records adjustments to revenue, if necessary, for enrollment fluctuations, changes to per-pupil funding estimates, and changes to estimates for federal and state categorical grant funding. Anticipated losses on contracts are charged to operations when identified.

**Pre-Opening Costs**

The Company expenses pre-opening costs, which consist of training, personnel and other costs, that are incurred prior to the fiscal year in which operations commence at new school sites.

**Notes Receivable**

Notes receivable on or before the acquisition date are recorded at present values of amounts to be received determined at appropriate interest rates, less allowance for uncollectibility in accordance with SFAS #141. Notes receivable created after that date are recorded at face value. It is the Company's policy to recognize any note as uncollectible when, based on its assessment of events and circumstances, the collection of the note is not reasonably assured. If it is probable that the



**Edison Schools Inc.**  
**Notes to Consolidated Financial Statements**  
**Years ended June 30, 2006 and 2005**

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Company will not collect all amounts due according to the contractual terms of the note, the Company provides an allowance for the loan using the methodology under SFAS #114 "Accounting by Creditors for Impairment of a Loan." An allowance is established when the estimated discounted cash flows of the loan are lower than the carrying value of that loan. Interest income is generally recognized on an accrual basis. The Company evaluates loans for which an allowance for loss has been established and recognizes interest income to the extent principal and/or interest payments are not past due in excess of 90 days. Otherwise, interest income is recorded when received.

**Advertising Expenses**

Advertising costs consist primarily of print media and brochures and are expensed when the related advertising occurs. Advertising expense for the years ended June 30, 2006 and 2005, amounted to approximately \$1.9 million and \$1.9 million, respectively.

**Income Taxes**

Deferred taxes represent the tax effects of differences between the financial reporting and tax bases of the Company's assets and liabilities at the enacted tax rates in effect for the years in which the differences are expected to reverse. The Company evaluates the recoverability of deferred tax assets and establishes a valuation allowance when it is more likely than not that some portion or all of the deferred tax assets will not be realized.

**Fair Value of Financial Instruments**

The carrying amounts of the Company's financial instruments, including cash and cash equivalents, accounts receivable, short-term borrowings, accounts payable and accrued liabilities, approximate fair value because of their short maturities. The carrying amount of the Company's notes receivable, in the aggregate, capital leases and other equipment financing obligations approximates the fair value of such instruments based upon management's best estimate of interest rates that would be available for similar financial instruments at June 30, 2006.

**Management Estimates**

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Significant estimates include revenues, certain district paid school expenses, recoverability of long-lived assets and notes receivable, liabilities incurred from workers' compensation, commercial and other claims and losses on school contracts. Other estimates include useful lives of property and equipment and the deferred income tax valuation allowance. Actual results could differ from these estimates.

**3. Notes Receivable**

The Company provides financing in the form of loans and advances to charter school boards to assist in the purchase or renovation of charter school facilities. Certain of the loans are evidenced by notes and other advances which are made in concert with a management contract or without fixed repayment terms. In order for the notes to be repaid, the Company generally assists charter school boards in obtaining third-party lender financing. Third-party financing, on occasion, requires the Company to guarantee loans on behalf of these charter schools. A default by any charter school under a credit facility that is guaranteed by the Company may result in a claim against the Company for the full amount of the borrowings (see Note 12).

**Edison Schools Inc.**  
**Notes to Consolidated Financial Statements**  
**Years ended June 30, 2006 and 2005**

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Of the approximately \$20.8 million in notes receivable, net at June 30, 2006, approximately \$17.8 million was collateralized, of which \$2.2 million was subordinated to other senior debt. The remaining balance of \$3.0 million was uncollateralized, of which \$1.1 million was subordinated to other senior debt. Although the Company intends to assist the charter boards in the refinancing of these notes, should the Company be required to foreclose on the collateral to these notes, it might not be able to liquidate such collateral for proceeds sufficient to cover the notes.

Notes receivable consist of the following:

	<b>June 30,</b>	
	<b>2006</b>	<b>2005</b>
Notes receivable from charter schools	\$ 29,210,666	\$ 35,824,943
Allowance for loan losses	(8,419,094)	(8,705,092)
Notes receivable, net	20,791,572	27,119,851
Less, current portion	(9,003,035)	(15,230,484)
Notes receivable, non-current	<u>\$ 11,788,537</u>	<u>\$ 11,889,367</u>

Notes receivable due from charter schools include interest-bearing notes at interest rates ranging from 8.4% to 12.5% per annum. Management believes that the stated rates reflect the fair market rates for these notes. The notes mature at various dates through the year 2020.

The gross balance of notes receivable from charter schools that management has determined to be impaired at June 30, 2006 and 2005 is \$17.3 million and \$17.7 million, respectively.

Aggregate maturities of notes receivable are as follows:

<b>For the fiscal year ending June 30,</b>	
2007	\$ 24,071,023
2008	3,451,977
2009	1,200,458
2010	100,088
Thereafter	387,120
	<u>29,210,666</u>
Allowance for loan losses	(8,419,094)
Notes receivable, net	<u>\$ 20,791,572</u>

**Edison Schools Inc.**  
**Notes to Consolidated Financial Statements**  
**Years ended June 30, 2006 and 2005**

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**4. Property and Equipment**

Property and equipment consist of the following:

	<b>June 30,</b>	
	<b>2006</b>	<b>2005</b>
Land and buildings	\$ 19,758,463	\$ 17,109,669
Leasehold improvements	4,132,893	8,704,984
Furniture, fixtures and equipment	28,354,685	36,288,582
Software license	100,000	100,000
Educational software and textbooks	9,082,257	12,913,450
	<u>61,428,298</u>	<u>75,116,685</u>
Accumulated depreciation and amortization	(21,776,966)	(30,085,032)
Total property and equipment, net	<u>\$ 39,651,332</u>	<u>\$ 45,031,653</u>

Depreciation expense amounted to \$12.6 million and \$21.8 million for the years ended June 30, 2006 and 2005, respectively.

Assets under capital leases as of June 30, 2006 and 2005 totaled \$11.9 million and \$11.9 million, and related accumulated amortization totaled \$9.8 million and \$5.8 million, respectively. At June 30, 2006 and 2005, \$11.7 million and \$11.7 million, respectively, of assets under capital leases are included in furniture, fixtures, and equipment with the remaining balance of \$158,000 included in leasehold improvements.

**5. Property Held for Sale**

In September 2005, the Company sold land located in Miami for approximately \$1.1 million, an amount approximating book value. This property is included in other assets on the balance sheet as of June 30, 2005.

**6. Accrued Compensation, Benefits and Other Expenses**

Accrued compensation, benefits and other expenses consist of the following:

	<b>June 30,</b>	
	<b>2006</b>	<b>2005</b>
Compensation and related benefits	\$ 36,560,604	\$ 44,909,051
Taxes other than income	1,950,239	2,231,384
Rent lease obligation	792,717	1,700,272
Philanthropy contribution	-	502,822
Other	4,674,434	3,634,289
	<u>4,674,434</u>	<u>3,634,289</u>
Total accrued compensation, benefits and other expenses	<u>\$ 43,977,994</u>	<u>\$ 52,977,818</u>

**Edison Schools Inc.**  
**Notes to Consolidated Financial Statements**  
**Years ended June 30, 2006 and 2005**

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**7. Financing**

On September 21, 2004, the Company entered into a \$40 million revolving credit facility ("Credit Facility") with a financial institution, collateralized by managed school accounts receivable, summer school accounts receivable, charter school loans receivable, cash and real property, except certain real property held for sale. Borrowings are limited to specified percentages of eligible accounts receivable and charter school loan receivables, as defined, and are guaranteed by Edison Schools Holdings, LLC. The Company paid a commitment fee of \$400,000, which was deferred and is being amortized over the term of the facility. The Credit Facility has a three-year term which expires September 21, 2007. Borrowings bear interest at LIBOR plus 5.5% (with a minimum interest rate of 7.5%) and there is a commitment fee of 0.52% per annum on the unused portion of the commitment. The Credit Facility agreement requires the Company to observe certain financial covenants and restrictions, including a minimum requirement for EBITDA (as defined in the agreement) and a restriction on payment of dividends. At June 30, 2006 and 2005, there were no borrowings under the Credit Facility.

The Company also has an agreement with an affiliate of the majority equity holder of the Parent for a \$70 million revolving loan ("Revolving Loan") and a \$10 million term loan ("Term Loan"), collateralized by certain assets of the Company. In connection with the agreement, the Company paid a \$1.6 million nonrefundable commitment fee, which is being amortized over the term of the facility. The Revolving Loan has a maturity date of March 21, 2008. Required payments under the Term Loan consist of quarterly payments of \$850,000 due September 30, 2006. The Term Loan has an interest rate of LIBOR plus 5%. Borrowings under the Revolving Loan bear interest at the prime rate plus 4.5% and there is a commitment fee of 0.50% per annum on the unused portion of the commitment. In addition, there is an annual administration fee of 0.50% of the Revolving Loan commitment. The agreement requires the Company to observe certain financial covenants, including coverage ratios of EBITDA to interest expense and fixed charges for debt service. As of June 30, 2006 and 2005, \$40 million and \$65 million was borrowed, respectively, under the Revolving Loan agreement.

The Company has promissory notes payable totaling approximately \$6.0 million, payable to former stockholders of Edison Schools Inc. The notes mature on the following due dates: December 2007 for approximately \$4.8 million, January 2008 for \$281,000, August 2008 for \$488,000, and December 2008 for \$451,000. The promissory notes bear interest at 7% per annum, with 50% of the interest payable at maturity and the balance of the interest payable each April. The interest expense for the years ended June 30, 2006 and 2005 is \$543,000 and \$525,000, respectively. The Company has a note payable to the Chairman of the Company for \$105,000 at June 30, 2006 and 2005, which is included in the above amounts. Included in other liabilities is interest payable under the notes of \$2.2 million and \$1.9 million at June 30, 2006 and 2005, respectively.

**Edison Schools Inc.**  
**Notes to Consolidated Financial Statements**  
**Years ended June 30, 2006 and 2005**

Long-term debt consists of the following:

	<b>June 30,</b>	
	<b>2006</b>	<b>2005</b>
Notes payable to affiliate of Parent's majority equity holder		
Revolving Loan	\$ 40,000,000	\$ 65,000,000
Term Loan	850,000	4,225,000
Notes payable to former stockholders	6,016,251	6,016,251
Capital lease obligations (Note 8)	1,666,254	3,401,223
Total debt	48,532,505	78,642,474
Current portion	(1,993,363)	(4,745,496)
Total long-term debt, less current portion	<u>\$ 46,539,142</u>	<u>\$ 73,896,978</u>

On September 30, 2005, the Company borrowed \$10 million from a financial institution under the Credit Facility and repaid \$25 million of the Revolving Loan to an affiliate of the majority owned equity holder. On March 31, 2006, the Company repaid the \$10 million loan to the financial institution under the Credit Facility.

**8. Leases**

The Company has entered into several lease agreements for school site computers and equipment. The agreements, which are accounted for as capital leases, provide that the Company will lease equipment for terms of 35 to 36 months with a nominal interest rate of 9%. The Company also has various non-cancelable operating leases for office space and school sites. These leases expire at various dates through the year 2016. At June 30, 2006, the present value of the minimum lease payments under the capital leases and rental commitments under operating leases with terms in excess of one year are as follows:

	<b>Capital Leases</b>	<b>Operating Leases</b>
<b>For the fiscal year ending June 30,</b>		
2007	\$ 1,230,492	\$ 6,341,069
2008	537,457	5,654,472
2009	-	4,799,181
2010	-	3,208,184
2011	-	2,194,627
Thereafter	-	9,110,290
Total minimum lease payments	1,767,949	<u>\$ 31,307,823</u>
Less, amount representing interest	(101,695)	
Present value of minimum lease payments	<u>\$ 1,666,254</u>	

Total rental expense for the years ended June 30, 2006 and 2005 related to operating leases amounted to approximately \$6.5 million and \$4.9 million, respectively. Sublease income for the years ended June 30, 2006 and 2005 related to operating leases amounted to approximately \$900,000 and \$1.2 million, respectively.

**Edison Schools Inc.**  
**Notes to Consolidated Financial Statements**  
**Years ended June 30, 2006 and 2005**

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Included in other liabilities are operating lease obligations of \$7.50 million and \$8.75 million at June 30, 2006 and 2005, respectively. This liability represents the present value of the excess of the Company's operating lease obligations over the estimated fair market rents of these facilities as of the date of acquisition (see Note 1).

The Company is the lessee under operating leases for three charter school facilities with lease terms in excess of the initial term of the management agreement for the schools operating in those facilities. The first facility currently has a lease with a term expiring in December 2016 that requires annual lease payments of approximately \$1.1 million. The Company subleased the facility to a charter school, effective July 31, 2005, for \$900,000 per year, increasing by 3% per annum, through the earlier of the school's charter term (including renewals of the sublessee's charter to operate a charter school) or December 2016.

The second facility, previously housing two schools, had been leased for a term expiring in September 2013 with scheduled annual lease payments of \$782,400 through fiscal 2007, \$907,400 in fiscal 2008 and \$932,400 for fiscal 2009 through fiscal 2013. The management agreement to operate in this facility terminated in fiscal 2004, and the school terminated its sublease with the Company effective August 2004. In October 2006, the company settled all obligations with the lessor with respect to this facility for \$2.5 million. This settlement payment was less than the liability recorded on the balance sheet as of June 30, 2006 and the gain on settlement will be recorded in October 2006.

The third facility, currently housing one school, has been leased for a term expiring in June 2019. The annual lease payment is \$36,000 through fiscal 2019.

The Company's lease obligations noted above all exceed the length of the current management agreement. In the event that the management agreements are not renewed, the Company could be obligated to continue paying rent on the facilities unless there was a change in facts and circumstances which could eliminate the Company's obligation.

**9. Related Party Transactions**

**Stockholder Notes Receivable**

Included in other current receivables are notes receivable consisting of two recourse notes from the Chairman of the Company that arose in connection with his employment agreements, with an aggregate principal amount of \$1.2 million and \$1.8 million at June 30, 2006 and 2005, and total accrued unpaid interest of \$60,057 and \$383,194 at June 30, 2006 and 2005, respectively. The note agreements bear interest at the prime rate as defined by JPMorgan Chase and do not require periodic interest or principal payments until maturity. The notes are collateralized by the assignment of the proceeds of a life insurance policy and, in the event of termination of the Chairman's employment, can be offset against the contractual payment obligation of the Company (see Note 12).

In November 2003, the Company made a loan to its Chief Executive Officer for \$1,685,000. The loan bears interest at prime plus 4%. The principal balance of the loan together with all interest is due on the maturity date, November 14, 2008. The note is collateralized by 5,000 Series "D" Equity Participation Shares of the Parent. In fiscal 2006 and 2005, additional loans of \$726,000 and \$690,000 were advanced and are due on September 15, 2008. The interest on the notes receivable range from 3.79% to 4.79%.

**Edison Schools Inc.**  
**Notes to Consolidated Financial Statements**  
**Years ended June 30, 2006 and 2005**

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**Notes Payable to Affiliate of Stockholder**

On the acquisition date, the Company entered into an agreement with an affiliate of the Parent's majority equity holder for a \$70 million revolving loan and a \$10 million term loan (see Note 7).

**Management Fees**

The Company pays an annual management fee of \$480,000 to an affiliate of the Parent's majority equity holder.

**10. Income Taxes**

For the year ended June 30, 2006, the Company recorded a net benefit for income taxes of \$143,628 which consists of a \$29,468 reversal of prior year's alternative minimum tax estimate and a \$114,160 net benefit for state and local income and franchise taxes related to tax refunds and revisions of prior years tax estimates offset by a \$350,000 provision for state and local income and franchise taxes currently payable and applicable to the current year.

For the year ended June 30, 2005, the Company provided \$1,290,764, as a provision in lieu of Federal income taxes, associated with the Company's income before provision for income taxes. There was no current provision for regular Federal income taxes for that year, as the Company had tax loss carry forwards to offset the current Federal income tax provision. However, the Company provided \$80,673 representing the estimated Federal alternative minimum tax currently payable. In addition, the Company provided \$400,000 for state and local income and franchise taxes.

At June 30, 2006, the Company had approximately \$288 million of Federal net operating loss carry forwards. Approximately \$238 million of net operating losses are, as a result of the transaction described in Note 1 "Business Combination," subject to an annual limitation restricting the amount that may be currently utilized to reduce taxable income in each post acquisition period. The annual limitation approximates \$4.9 million for each year over the current maximum 20-year carryover period, and the unutilized annual limitation may be carried forward. Accordingly as of June 30, 2006, approximately \$10 million of unutilized annual limitation is currently available. Considering the above annual limitation, the Company estimates that it has \$145 million of available net operating loss carry forwards that may be utilized only if the Company generates sufficient taxable income over the carry forward period.

In addition to the foregoing annual limitation, under current Federal income tax law, approximately \$14 million of such carry forwards are subject to a 15-year carry forward period and will expire in 2011 and 2012 and approximately \$274 million are subject to a 20-year carry forward period and will expire between 2018 and 2026.

Due to the uncertainty of the Company's ability to realize the tax benefit of such net operating loss carry forwards, and other deferred tax assets, a valuation allowance has been established to equal the total net deferred tax assets. Pursuant to SFAS # 109 "Accounting for Income Taxes," any tax benefit related to an elimination of part or all of the November 14, 2003 deferred tax asset valuation allowance will first be applied to reduce goodwill, secondly be applied to reduce non-current intangible assets and finally to reduce income tax expense. For the periods ended June 30, 2006, June 30, 2005, and June 30, 2004 respectively, zero, \$1,290,764 and \$1,236,416 or a total of \$2,527,180 of the valuation allowance was eliminated and recorded as a reduction of goodwill.

**Edison Schools Inc.**  
**Notes to Consolidated Financial Statements**  
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The components of the Company's estimated net deferred tax assets, calculated using a 34% Federal income tax rate, as of June 30, 2006 and 2005, are as follows:

	June 30,	
	2006	2005
Net operating loss carryforwards	\$ 49,168,000	\$ 46,656,000
Accrued liabilities	9,698,000	12,089,000
Accounts and notes receivable allowances	12,942,000	13,482,000
Federal minimum tax credit carryforward	51,000	81,000
State tax credits	1,512,000	1,336,000
Total deferred tax assets	73,371,000	73,644,000
Valuation allowance	(73,371,000)	(73,644,000)
Net deferred tax assets	\$ -	\$ -

For the year ended June 30, 2005, the Company's effective tax rate was 71%. The effective rate was higher than the Federal statutory rate primarily due to the effects of non-deductible expenses and state and local income and franchise taxes, which are proportionately large when compared to the Company's income before provision for income taxes.

**11. Employee Benefit Plans**

The Company provides 401(k) and 403(b) defined contribution plans for substantially all full-time employees and teachers. The Company matches each participant's contribution up to 50% of the first \$1,000 contributed. Participants become fully vested in the match after one year. Contributions to the 401(k) and 403(b) plans made by the Company for the years ended June 30, 2006 and 2005 amounted to approximately \$470,000 and \$373,000, respectively.

**12. Commitments and Contingencies**

**Fundraising Agreements**

The Company had an agreement with one of its clients, whereby it committed to raise \$1.7 million in unrestricted philanthropic funds. The funds are to be used for schools the Company manages and are to be expended on agreed-upon costs including school facility, technology, and curriculum material. The remaining commitment that amounted to \$377,822 at June 30, 2005, was funded by a philanthropist in 2006.

**Employment Agreements**

The Company has entered into employment agreements with certain of its executives. Such agreements may be terminated by either the executive or the Company at any time and provide, among other things, certain termination benefits. As of June 30, 2006, the aggregate termination benefits of the executives and certain other employees approximated \$5.2 million.

Additionally, the Company has a contractual obligation to make certain payments to its Chairman unless he terminates his employment or the Company terminates his employment for cause. Included in accrued expenses at June 30, 2006 and 2005 is approximately \$1.4 million and \$3.2 million, respectively, related to this arrangement.



**Edison Schools Inc.**  
**Notes to Consolidated Financial Statements**  
**Years ended June 30, 2006 and 2005**

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**Guarantees**

The Company has guaranteed certain debt obligations of charter school boards with which it has management agreements. As of June 30, 2006, the Company had provided guarantees totaling approximately \$8.8 million. These debt obligations mature from November 2006 to June 2010.

As of June 30, 2006, the debt obligations of the charter school boards, guaranteed by the Company, are current. Under the guarantee agreements, the Company is also required to satisfy certain financial reporting covenants. Additionally, should a charter board fail to comply with the terms of its debt agreement, the Company may be required to perform under the terms of its guarantee.

**Litigation**

The Company is involved in various legal proceedings from time to time incidental to the conduct of its business. The Company believes that any ultimate liability arising out of such proceedings will not have a material adverse effect on the Company's financial condition, results of operations or cash flows.

**13. Concentration of Credit Risk**

Financial instruments that potentially subject the Company to credit risk consist primarily of cash and cash equivalents, restricted cash, notes receivable from charter schools and accounts receivable. The Company manages its credit risk by maintaining cash and cash equivalents with financial institutions that it believes are financially sound and through the contractual arrangements that it has entered into with each district and charter school.

Accounts receivable primarily consist of short-term and long-term receivables from various district and charter schools. Credit risk is affected by changing conditions within the economy of individual states and school districts in which the Company operates. The Company adjusts accounts receivable when it has determined that factors surrounding the credit risk of specific customers, historical trends and other information so warrant.

Notes receivable from charter schools are both short-term and long-term. Credit risk associated with those amounts is affected not only by the economy of individual states and school districts in which the charter school operates, but on the continued existence of charter school laws. The Company has established an allowance for loan losses based upon its assessment of the credit risk of the specific charter school, recent trends and other information.

**14. Equity Participation Shares**

The Company is wholly owned by the Parent. The Parent's equity includes Series A Common shares, as well as Series A Preferred shares that accrue dividends of 8%, compounded quarterly, payable in shares or cash. The total number of Series A Preferred shares (on an as-converted basis) and Series A Common shares owned by the majority equity holder, a private equity investment limited liability company, approximate 96% of the Common shares of the Parent. The Company's CEO/Founder owns shares of Series A Common, representing approximately 4% of the combined Series A Common and Series A Preferred shares at June 30, 2006 and 2005.

In addition, the Parent has three series of equity participation shares that enable certain of the Company's employees to participate in the Parent's equity return. Holders of Series B shares begin to participate in the Parent's equity return only after the holders of Series A Common and Series A Preferred shares receive distributions equal to their capital contributions, including

## **Edison Schools Inc.**

### **Notes to Consolidated Financial Statements**

**Years ended June 30, 2006 and 2005**

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dividends paid in kind on the Series A Preferred shares. The holder of Series C shares begins to participate in the Parent's equity return only after the holders of Series A Common and Series A Preferred shares receive distributions equal to 150% of their capital contributions, including dividends paid in kind on the Series A Preferred shares. Holders of Series D shares participate in the Parent's equity return only after the holders of Series A Common and Series A Preferred shares receive distributions equal to 300% of their capital contributions, including dividends paid in kind on the Series A Preferred shares.

The equity participation shares vest over a five-year period, and unvested shares are subject to forfeiture under certain circumstances, such as death or termination of employment. Compensation expense associated with the equity participation shares was nominal for the periods ended June 30, 2006 and 2005.

## Alliance Community Schools

Dayton Academy  
Dayton View Academy

December 8, 2006

To Whom It May Concern:

Edison Schools has earned my endorsement as a quality organization that has been instrumental in assisting our not-for-profit board, Alliance Community Schools (ACS), provide a high quality educational program to nearly 1,500 children in Dayton, OH through two K-8 charter schools. We selected Edison after undertaking a RFP process in which we considered Edison and other national educational management companies.

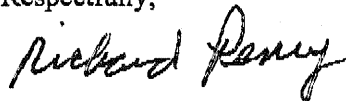
Our partnership with Edison began nearly eight years ago when Dayton Academy opened in 1999. The following year, 2000, our second school, Dayton View Academy opened. Edison has wholly managed both charter schools at the behest of Alliance Community Schools since the respective opening of each school. Each of the two schools (Dayton Academy and Dayton View Academy) serves an overwhelmingly black and economically disadvantaged student body.

The culture instilled by Edison at both Dayton View and Dayton Academy is remarkable. We are reaching and educating more students every year with a great curriculum that is ideally suited for our needs. The Edison School Design has served us well and continues to be well received by teachers, parents, and students. Through its partnership with Edison, the two Dayton schools offer a curriculum and programs that emphasize high academic achievement and character development for students.

Edison has always been very professional to work with and is available to support Alliance Community Schools in any initiative that we have desired. In fact, this fall in response to ACS' request, Edison launched a pre-school program in each of Dayton View Academy and Dayton Academy that now serves a total of 60 three and four year olds.

Partnering with Edison has been a very positive experience for ACS and we renewed our contract with them in 2004. Please feel free to contact me, at [rpenry@woh.rr.com](mailto:rpenry@woh.rr.com), if I could be of any further assistance.

Respectfully,



Richard Penry  
President  
Alliance Community Schools

**Alliance Community Schools, Inc.**  
105 Cooper Place West Dayton, OH 45402 (937) 228-7860  
Email: [rpenry@woh.rr.com](mailto:rpenry@woh.rr.com)

12-11-06 13:30 Pg. 2

**EAST LAKE FOUNDATION, INC.**

2606 Alston Drive  
Atlanta, Georgia 30317  
Phone 404-373-4351 Fax 404-373-4354

December 11, 2006

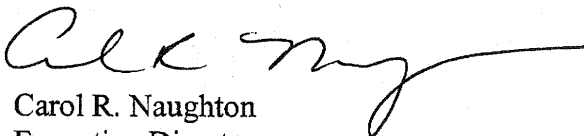
Dear Charter Application Review Committee:

As a member of the board of directors of the Charles R. Drew Charter School in Atlanta, Georgia and as the Executive Director of the East Lake Foundation, which works in partnership with Drew Charter School, I am writing in support of the charter school application being submitted in New Orleans in conjunction with Edison Schools.

Since its inception in 2000, Drew Charter School has been in a very successful partnership with Edison. In fact, we recently renewed our contract with Edison for four additional years. We have confidence in the quality of Edison's academic program and in its fit with our school. Drew's population is approximately 98% African American and almost 85% of our students receive free or reduced lunch. Working with Edison, Drew students have continually improved their academic performance and Drew has been one of the most rapidly improving schools in Georgia.

Edison has long been and continues to be responsive to our needs and is committed to the success of Drew and its students. I strongly recommend Edison as a partner to charter schools in New Orleans, where rejuvenation of the public schools system is so essential. Please feel free to contact me if I can be of further assistance.

Sincerely,



Carol R. Naughton  
Executive Director

- b. A draft management agreement for the proposed school detailing scope of service, fees to be paid by the proposed school, annual review process and terms for contract renewal and termination.**

The following is a draft management agreement for the proposed AHWCS.

*Model New Orleans Charter Agreement*

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***Model New Orleans Charter Agreement***

**AGREEMENT BETWEEN [THE CHARTER HOLDER] AND EDISON SCHOOLS INC.**

THIS AGREEMENT (the "Agreement") is made and entered into as of the \_\_\_\_ day of \_\_\_\_\_, \_\_\_\_ by and between Edison Schools Inc., a Delaware corporation ("Edison"), and \_\_\_\_\_ ("Charter Holder"), a nonprofit corporation organized and existing under the laws of the State of \_\_\_\_\_ ("State"). Edison and the Charter Holder agree to the terms set forth below and in the appendices and exhibits attached hereto and incorporated herein.

WITNESSETH:

WHEREAS, The Charter Holder has proposed establishing a new charter school pursuant to [CITE CHARTER LAW] ("Charter Law"); and

WHEREAS, the [CHARTERING AUTHORITY] ("Chartering Authority") has entered into a contract with the Charter Holder in accordance with the Charter Law whereby the Charter Holder is authorized to establish a public charter school ("Charter School"); and

WHEREAS, Edison works in partnership with selected public school districts and charter schools throughout the nation to provide educational programs that offer educational excellence and innovation based on Edison's unique school design, comprehensive educational programs, and management principles;

WHEREAS, the Charter Holder, having carefully studied and evaluated the Edison School Design, as well as numerous other curricular and school design options, and having determined that implementing the Edison School Design under the Charter Holder's supervision and control would be beneficial to the students in its charter school, adopts, to the extent permitted by law, Edison's educational program as the Charter Holder's own for the charter school;

WHEREAS, the Charter Holder has determined that the educational benefits associated with working with Edison include the following:

A research-based curriculum and school design that takes advantage of a longer school day and year with more basic academic instruction and more enrichment through the arts and world languages;

A unique and comprehensive professional development program;

A major front-end investment in the Charter School, which funds would be difficult or impossible to secure otherwise; and

A unique and comprehensive technology program characterized by (1) distribution of intranet terminals (including monitor, keyboard and pointer); (2) extensive school-based technology including voice, video and data; (3) access by teachers, students and parents to a national education intranet, called "The Common," and a unique approach to integrated technology instruction known as "Technology as a Second Language;"

## ***Model New Orleans Charter Agreement***

WHEREAS, Edison and the Charter Holder understand that Edison will at all times be subject to the authority of the Charter Holder and accountable to the Charter Holder in the performance of Edison's obligations under this Agreement;

NOW THEREFORE, in consideration of the mutual covenants and agreements herein set forth, Edison and the Charter Holder do hereby agree as follows:

### **ARTICLE 1 RELATIONSHIP; AUTHORITY**

1.1. **Contractual Relationship.** The Charter Holder has been granted a charter by the Chartering Authority to organize and operate a Charter School pursuant to the Charter Law. The Charter Holder and the Chartering Authority have entered into an agreement dated as of \_\_\_\_\_ ("Charter Agreement") which sets forth certain terms and conditions of the charter. The Charter Holder is governed by a Board of Directors ("Board") which is responsible for overseeing the operations of the Charter School. Under the Charter Agreement and the Charter Law, the Charter Holder is vested with all powers necessary or desirable for carrying out its program, including but not limited to the power to contract with Edison to provide its educational program and management services pursuant to this Agreement, subject to applicable statutes and regulations. Acting under and in the exercise of such authority, the Charter Holder hereby contracts with Edison, to the extent permitted by law, for the provision of such program and services for the Charter School, subject to the terms and conditions set forth in this Agreement and the Charter Agreement, and further subject to the oversight of the Board. Edison acknowledges that this Agreement is subject to the terms of the Charter Agreement and the Charter Holder agrees to supply promptly to Edison any amendments that may be made to the Charter Agreement.

1.2. **Authority.** Subject at all times to the oversight and authority of the Charter Holder as provided herein, Edison, in performing its duties and fulfilling its obligations under this Agreement, shall take such actions as are necessary or desirable to properly and efficiently operate the Charter School on behalf of the Board, consistent with federal and State law and subject to the terms and conditions of this Agreement and the Charter Agreement.

### **ARTICLE 2 TERM AND RENEWAL**

2.1. **Term.** The term of this Agreement ("Term") shall commence on the date first above written and end on June 30, 2012, unless terminated earlier or extended in accordance with the terms and conditions set forth herein. The Term shall include five school years, each commencing on or about August 15 and ending on or about the following June 30.

2.2. **Renewal.** This Agreement may be extended by agreement of the parties. The parties agree to give written notice of their intent to extend or renegotiate this Agreement on or before January 1 of the year in which this Agreement is scheduled to expire. In no event shall any renewal extend beyond the term of the Charter Agreement.

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### **ARTICLE 3 CHARTER SCHOOL**

3.1. **Charter School.** Edison shall provide the services contemplated by this Agreement at the academies listed below.

<u>School Year</u>	<u>Edison Academy</u>	<u>Grades</u>	<u>Expected Enrollment</u>
2007-08	Primary & Elementary Academy	K-5	450

3.2. **Expansion.** The Charter School plans to add the Edison academies listed below in successive years so that students enrolled in the Charter School will have the opportunity to stay in an Edison program for their K-12 academic experience. Agreements by the parties to expand the grades served at the Charter School shall be evidenced by an executed modification agreement in the form of Appendix A.

<u>School Year</u>	<u>Edison Academy</u>	<u>Grades</u>	<u>Expected Enrollment</u>
2008-12	Junior Academy	6-8	675

3.3. **Admissions and Recruitment.** Admission to the Charter School shall be open to all [City/County/State] residents on a nondiscriminatory basis; however, preference may be given to siblings of students already enrolled in the Charter School, if authorized by law. Edison and the Charter Holder shall be jointly responsible for the recruitment of students for the Charter School. Edison shall administer the recruitment process (including, for example, management of publicity, waiting lists or admission lotteries) and shall select students based upon selection criteria agreed upon between Edison and the Charter Holder.

### **ARTICLE 4 SCHOOL DESIGN**

4.1. **School Operations.** Edison shall provide the Charter School with a complete educational program based on Edison's unique school design, comprehensive academic programs, and school management principles ("Edison School Design"). Edison will provide the management and school administrative services, including but not limited to ... necessary to implement and operate its educational program at the Charter School. The parties agree that an essential principle of the Edison School Design is its flexibility, adaptability and capacity to change in the interests of continuous improvement and efficiency, and further, that the parties are interested in results, not inflexible prescriptions. Edison will notify the Charter Holder of any substantial modifications to the Edison School Design at the Charter School.

4.2. **School Calendar.** The normal school year for the Charter School will consist of approximately 185 instructional days for students and approximately 195 days for teachers, from approximately August 15 through June 30. The number of instructional days at the Charter School will meet or exceed applicable State laws or regulations. The normal school day shall be approximately eight (8) hours per day, Monday through Friday, for students in kindergarten and above.

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**4.3. Special Education and Related Services.** Admission to the Charter School shall not be limited on account of disability. The school district of a student's residence is responsible for providing an IEP (Individualized Education Program) for students classified under the federal Individuals with Disabilities Education Act. Edison shall cooperate with all school districts of residence in the special education process, including, but not limited to, participating in formal and informal Committee on Special Education (CSE) and Subcommittee on Special Education meetings. This shall include the participation of charter school teachers and Edison personnel as appropriate. Charter School students requiring special education services shall be served in conformity with their IEPs. The Charter Holder and Edison shall work together to ensure compliance with the requirements of IDEA, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act, to the extent such cooperation is not inconsistent with other parts of this Agreement. Edison shall provide special education and related services to students who attend the Charter School in a manner that complies with applicable federal law and regulations, and with State and local laws and regulations that have not been waived by operation of the Charter Law. Edison may subcontract all or any portion of such services to a public or private subcontractor, subject to approval by the Charter Holder.

**4.4. Bilingual and ESOL Education.** Edison shall provide appropriate bilingual and/or "English for speakers of other languages" ("ESOL") education services to the limited English proficient students in the Charter School through programs consistent with Edison's "Programs for English Language Learners" and consistent with the requirements of federal law and with those requirements of State law that have not been waived by operation of the Charter Law. Edison may subcontract all or any portion of such services to a public or private subcontractor, subject to approval by the Charter Holder.

**4.5. State Curriculum Requirements.** Edison shall implement its educational program in a manner that is consistent with state law, including requirements regarding content and subjects of instruction, unless the Charter School is exempt from such requirements under the Charter Law or any such requirements are waived by state authorities.

**4.6. Rules and Regulations.** Edison shall be authorized to adopt and enforce policies and procedures for the Charter School relating to subjects such as student attendance, standards of conduct, discipline, and school calendar that do not conflict with applicable law. The Charter School shall comply with all applicable federal and state laws concerning welfare, safety and health of students. If Edison or the Charter Holder identify any federal or state rules or regulations that substantially inhibit the implementation of the Edison School Design at the Charter School, then the Charter Holder shall, with Edison's assistance, apply for and support any available waiver of any such rules or regulations.

**4.7. Student Records.** Except to the extent expressly waived by the State authorities, the operation of the Charter School shall comply with all applicable federal and state laws, concerning the maintenance and disclosure of student records. The Charter Holder hereby designates employees of Edison as having a legitimate educational interest such that they are entitled to access to education records under 20 U.S.C. §1232g of the Family Educational Rights and Privacy Act. Edison, its officers and employees shall comply with the Family Educational Rights and Privacy Act at all times.

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**4.8. Assessment of Success.** Edison agrees that the Charter Holder may measure the success of the Charter School on the basis of student achievement and by measures of parent and student satisfaction. Said performance shall be measured in accordance with the performance evaluation systems set out in Appendix C, and such other assessment strategies as may be agreed to in writing by Edison and the Board.

**4.9. Reports to the Board.** Edison shall provide the Board with information regarding the Charter School that the Board requires in order to comply with the Charter Agreement or State laws or regulations. Other information shall be provided to the Board upon reasonable advance request to enable the Board to monitor Edison's educational performance and the efficiency of the operation of the Charter School during the school year. Specifically, Edison shall provide the following:

(a) Annual Report Card. Edison shall provide the Board with an annual report card assessing the performance of the Charter School, substantially in the form attached as Appendix X. Information on the performance of the Charter School and its students shall be provided to the Board in an annual year-end report card. Edison shall provide the Board with information regarding the Charter School that the Board requires in order to comply with the Charter Agreement. Other information shall be provided to the Board upon reasonable advance request to enable the Board to monitor Edison's educational performance and the efficiency of the operation of the Charter School during the school year.

(b) Chartering Authority Reporting Requirements. Edison shall assist the Board on submitting any documentation reasonably deemed necessary by the Chartering Authority to assist the Chartering Authority in carrying out its oversight responsibilities, including, but not limited to, any documentation requested by the Chartering Authority as part of the Requirements specified in the Charter Agreement.

## **ARTICLE 5**

### **TECHNOLOGY; FACILITIES; ANCILLARY PROPERTY AND SUPPORT SERVICES**

#### **5.1. Edison's Responsibilities.**

(a) **School Technology.** Edison shall be responsible for the acquisition and installation of school-based technology equipment integral to the Edison School Design. This responsibility shall not include the installation of any additional or upgraded electrical and networking service that may be necessary for the installation and networking of such technology. School technology equipment provided by Edison hereunder shall be the property of Edison.

(b) **Curriculum Materials and Other Property.** Edison shall be responsible for the acquisition of curriculum materials required by the Edison School Design to be used at the Charter School. Curriculum materials and other property provided by Edison for use at the Charter School shall be the property of Edison.

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(c) **Furniture and Fixtures.** Edison shall equip the School Facilities with such desks and other furniture and furnishings appropriate to the enrollment size and grade levels to be served at the site. Such furniture and furnishings provided by Edison for use at the Charter School shall be the property of Edison.

(d) **School Facilities.** From the time that Edison begins to use the School Facilities (as defined in Section 5.2 below), Edison shall be responsible for the cleaning, maintenance and operation of the School Facilities. Upon termination of this Agreement, Edison shall return the School Facilities to the Charter Holder in substantially the same condition as first made available to Edison, except for alterations permitted by the Charter Holder, reasonable wear and tear consistent with the number of years that Edison has used the facilities and ancillary property, obsolescence, and fire or other casualties beyond Edison's control.

(e) **Transportation and Food.** Edison shall be responsible for providing food service for the Charter School in accordance with applicable law. Edison shall also arrange for the transportation of Charter School students if and to the extent required by applicable law. Edison may subcontract with a municipality or a public or private subcontractor for the provision of food services and transportation.

### **5.2. Charter Holder's Responsibilities.**

(a) **School Facilities.** (1) Edison and the Charter Holder will work together to [construct, renovate, lease, acquire, etc., as the case may be] [Identify facility] ("Permanent Facilities") to be owned or leased by the Charter Holder.

(2) The Charter Holder, upon Edison approval, shall be responsible for arranging for major repairs, capital improvements or replacements or construction at the School Facilities.

(3) During after-school, evening and weekend hours, Edison may use or permit others to use the School Facilities, ancillary property and technology for purposes other than the regular school instructional program, provided that such use is consistent with the policies of the Charter Holder.

## **ARTICLE 6 FINANCIAL**

**6.1. Application for State and Other Public Funding.** Edison and the Charter Holder shall comply with the requirements, terms, and conditions of the Charter Law for the purpose of receiving or maintaining the Charter Holder's eligibility to receive from the State the per pupil allowance for each student enrolled and in attendance in the Charter School. The Charter Holder and Edison shall also comply with the requirements, terms, and conditions of any external public funding described in Exhibit 3 (e.g. federal and state funds designated for particular purposes such as Title I and special education) to which the Charter School or its students may be entitled. Edison shall, on behalf of the Charter Holder, report enrollment and attendance data to the school districts of residence of the Charter School students as required under the Charter Agreement in order to allow the Charter School to receive the funding to which it is entitled. Edison and the Charter Holder shall cooperate in applying for any other State or federal aid, funds or resources for which

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the Charter School or its students may be eligible. Upon reasonable advance request, Edison shall provide evidence to the Board that the Charter School is in compliance with the requirements, terms and conditions of all funds remitted to Edison, and shall provide all reports, data, and information reasonably necessary for the Charter School to meet any reporting, certification or other requirements for such funding. Upon reasonable advance notice, the Charter Holder shall have the right to request from the Business Services Manager financial information pertaining to the school's operations. The Charter Holder shall promptly supply to Edison copies of any communications received in relation to the receipt of any external public funds.

6.2. (a) **Edison Fees and Charter Holder Expenses.** The Charter Holder shall apply for and shall promptly remit to Edison all funds it receives, except for grants, donations and all charitable donations received for its own use pursuant to Section 6.7(b) below, less a pro-rata share of reasonable Charter Holder Costs and Debt Service as set forth in Section 6.3 below. Edison shall expend the funds it receives from the Charter Holder in compliance with the terms and conditions, if any, applicable to those funds.

(b) **Payment Schedule and Penalties.** All funds payable to Edison hereunder shall be paid to Edison by the Charter Holder within five (5) business days after its receipt of such funds. If the Charter Holder fails to remit to Edison such funds to reimburse Edison for expenditures paid by Edison on behalf of the Charter Holder within five (5) business days of its receipt of such funds, a penalty fee of prime rate plus three percent will be levied until the funds are remitted to Edison.

6.3. **Expenditures on behalf of the Charter Holder.** Except as otherwise provided in this Agreement, from the funds paid by the Charter Holder to Edison, Edison shall pay the Operating Costs (as defined below) associated with operating the Charter School in conformity with the Edison School Design, as detailed in the budgets provided to the Charter Holder pursuant to Section 6.4 below, including personnel and non-personnel costs related to instruction, facilities support costs, administrative costs, and costs in those categories set forth in Exhibit 4 (the "Operating Costs"). The Operating Costs shall not include the costs of any debt service obligations of the Charter Holder, nor shall they include the legal, accounting and other administrative expenses of the Charter Holder of up to \$\_\_\_\_\_ per year, which costs shall be paid directly by the Charter Holder ("Charter Holder Costs"). If the Operating Costs exceed the funds remitted to Edison, Edison shall use its own funds to cover such excess costs. In light of Edison's start-up investments and its obligation to pay the operating costs of the Charter Schools, Edison shall retain any excess of revenues over expenditures as compensation for the variety of educational and management services it provides under this Agreement. Any funds donated to the Charter Holder for charitable purposes shall not be considered "revenues" for purposes of this provision, however. To the extent that any such charitable funds are remitted to Edison, Edison will spend such funds on behalf of the Charter Holder consistent with their terms and any additional, non-conflicting terms set by the Board, if any.

6.4. **Budgets.** (a) **Annual Budgets.** Edison shall provide the Board with an annual projected budget, in reasonable detail, for the Charter School prior to the opening of the School. The annual budget for each subsequent year shall be provided to the Board for its approval by the 30<sup>th</sup> of June. Edison's expenditures on behalf of the Charter School shall not in the aggregate deviate materially from the approved budget without notice to the Charter Holder. If the actual funds reasonably projected to be remitted to Edison during the fiscal year with respect to the Charter School fall

## *Model New Orleans Charter Agreement*

below those projected in the budget, Edison and the Charter Holder shall adjust the Charter Holder expenditures to offset such revenue shortfalls.

(b) **Budget Targets.** The Board acknowledges that Edison is making a substantial financial investment in order to open the Charter Schools, that the margin of return to Edison is low in the initial years of the school's operation, and that this margin of return should increase in later years. The parties therefore agree that the Gross Site Contribution and Net Site Contribution figures in the projected budgets attached as Exhibit 5 shall be used as targets in constructing the Annual Budgets. While recognizing that unforeseen circumstances may alter particular elements in these projected budgets, the parties agree to use their best efforts to agree to budgets that produce Gross Site Contribution and Net Site Contribution figures set forth therein.

**6.5 Financial and Business Records.** (a) Edison shall, on behalf of the Charter Holder, maintain accurate financial and business records pertaining to the operation of the School. Edison agrees to maintain such records at all times during the Term of this Agreement. Upon the termination or expiration of this Agreement, Edison agrees to transfer or transfer control of such records to the Charter Holder. Edison also agrees that, consistent with applicable federal and State laws and regulations concerning the maintenance and disclosure of such records, School's financial records shall be made available to the Board or the Chartering Authority upon request, or any appropriate regulatory agency entitled by law to review such records. Edison also acknowledges that all financial statements and records pertaining to the School are subject to an independent annual audit. Edison agrees to cooperate fully with the independent auditor selected or retained by the Board and to make available all financial and other records pertaining to the School to such independent auditor as requested in a timely manner.

(b) At the end of each school year, the Charter Holder shall provide to Edison a copy of each monthly bank statement it received throughout the year so that Edison may confirm that it has timely received all of the revenue due under Section 6.2. In addition, the Charter Holder shall provide to Edison any interest earned as a result of a delay in payment to Edison.

**6.6. Grant Applications.** (a) The parties recognize that the Edison design provides programs and services that are supplemental to the prevailing area public schools' educational program[s] and that as such Edison on behalf of the Charter Holder reserves the right to seek external source revenue (such as competitive grants) to assist in the provision of these enriched programs. Edison shall have the right to apply for and receive grant money on its own or together with the Board, and to retain any such funds for its use consistent with the terms of such grants. Any such monies received by Edison shall not reduce the fees due under this Agreement. The parties agree to notify each other prior to submitting any grant applications and promptly after receiving notice of the award of any grant.

(b) The Charter Holder may also solicit and receive grants and donations for its own use consistent with the mission of the School provided that Edison's prior approval shall be required for any grants or donations that require implementation in the Charter school, so as to ensure consistency with the Edison School Design. The Board may retain any external source revenue that either:



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- (I) (a) will be used for purposes supplemental to the Edison design and (b) will be implemented outside the normal school day and without the involvement of Edison staff
- (II) or is intended for capital improvements.

(c) If programs funded with such external source revenue retained by the Board incur additional rental or other overhead expense which would otherwise be the responsibility of Edison, Edison reserves the right to negotiate a mutually acceptable charge for such expenses from the external source revenue.

(d) Accounting for and reporting on external source revenues retained by the Board shall be the sole responsibility of the Board.

(e) All external source revenues not meeting the foregoing conditions are to be retained by Edison for the payment of the Charter School expenses.

**6.7. Student Fees.** Subject to the approval of the Charter Holder, Edison may charge fees to School students for program expenses for which other public schools in the region customarily charge fees or for extra services such as after-school programs, athletics and other similar activities.

## **ARTICLE 7 PERSONNEL**

**7.1. Personnel Responsibilities.** All personnel working at the Charter School shall be employees of the Charter Holder, except for the business services manager and such other employees mutually agreed on by Edison and the Charter Holder. However, Edison shall have the responsibility to determine staffing levels in the Charter School and to select, evaluate, assign, and discipline personnel consistent with federal and state laws, rules, and regulations (unless waived by appropriate authorities).

**7.2. Selection of Personnel.** Edison will have the authority, consistent with state law and subject to the approval of the Board, to select the Charter School principal. Edison will supervise each principal and hold her or him accountable for the success of the Charter School. Edison and the principal shall have authority to select and supervise the teachers and the non-instructional staff in the Charter School. The principal will report to Edison and the Charter Holder.

**7.3. Employment Terms** Employees at the Charter School will be compensated according to Edison's compensation policies, which may include performance-based incentives and Edison stock options.

**7.4. Employee Salaries and Benefits.** Edison shall pay the costs of the salaries, fringe benefits and employment taxes of Charter School employees on behalf of the Charter Holder and for Edison employees working at the Charter School.

**7.5. Training.** Edison shall provide training in its methods, curriculum, program, and technology to all Charter School teaching personnel prior to the initial opening of the Charter School and thereafter on a regular basis. After the first year of operation, Edison shall provide training to new

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teaching personnel prior to the commencement of each school year. Such training may be held onsite or offsite, at locations selected by Edison. Edison shall also provide ongoing professional development programs throughout the school year.

**7.6. Personnel Policies.** (a) Edison shall determine policies, consistent with the Edison School Design and in compliance with federal and state law, concerning the recruitment, assignment, promotion, discipline and termination of personnel and the methods and standards for evaluating performance.

(b) Edison and the Charter Holder shall ensure that the Charter School complies with applicable federal and state laws concerning employee welfare, safety and health, including, without limitation, the requirements of federal law for a drug free workplace.

(c) Edison and the Charter Holder shall ensure that the Charter School complies with all applicable federal and state laws and regulations concerning the maintenance and disclosure of employee records.

(d) Edison shall not illegally discriminate against any employee or applicant for employment on the basis of race, creed, color, sex, national origin, religion, ancestry, age, disability, marital status, citizenship, veteran status, or sexual orientation in its recruitment, selection, training, utilization, termination or other employment-related activities.

(e) Edison may, at its sole discretion, offer some or all of the staff at the Charter School the opportunity to participate in the Edison site stock option plan. No policy of the Charter Holder shall be construed to prevent Edison from offering Edison stock options to Charter School employees.

**7.7. Collective Bargaining Agreements.** The Charter Holder agrees to consult with Edison before entering into any collective bargaining relationship with any union which might represent employees of the Charter School.

## **ARTICLE 8 PROPRIETARY INFORMATION**

**8.1. Proprietary Information.** Edison shall own all copyrights and other proprietary rights to all instructional materials, training materials, curriculum and lesson plans, and any other materials developed by Edison, its employees, agents or subcontractors, or by any individual including Charter School employees working for, or supervised by, Edison which is developed during working hours or during the time for which the individual is being paid. Edison shall have the sole and exclusive right to license such materials for use by other school customers, or to modify and/or sell such material to other school customers. Edison may disclose such proprietary information, including that which is currently in existence as well as that which may be created in the future. The Charter Holder shall take all measures reasonably necessary to assure that no Charter School personnel or agents disclose, publish, copy, transmit, modify, alter or utilize Edison's proprietary information without Edison's written consent. Nothing in this paragraph shall be construed to prevent a teacher from using lesson plans or other instructional material which s/he has developed for his or her own use, either within or outside the Charter School, provided that such materials do

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not incorporate any Edison proprietary materials or violate the intellectual property rights of third parties. Further, nothing herein contained shall be construed in a manner that would cause the Charter Holder to act or fail to act in a manner that would cause the Charter Holder to be in violation of any state open records law.

### **ARTICLE 9 REPRESENTATIONS AND UNDERTAKINGS**

**9.1. Representations and Undertakings of the Charter Holder.** (a) The Charter Holder represents and warrants that it is a nonprofit corporation duly organized and existing under the laws of the State. The Charter Holder represents that it has the authority under state law to execute, deliver and perform the Agreement, to incur the obligations provided for under this Agreement and to contract with Edison for Edison to provide the services set forth in this Agreement.

(b) The Charter Holder warrants that the information it has furnished to Edison concerning the Charter School finances, revenues, and student enrollment is accurate and the latest information available at the time of the execution of this Agreement.

(c) The Charter Holder represents and warrants that this Agreement constitutes a legal, valid and binding obligation of the Charter Holder enforceable in accordance with its terms.

(d) The Charter Holder undertakes to comply with all requirements necessary to maintain its status as a non-profit corporation in good standing under the laws of the State, as well as any such requirements for obtaining and maintaining its status as a tax exempt organization under Section 501(c)(3) of the United States Internal Revenue Code of 1986, as amended.

(e) The Charter Holder undertakes to comply with all aspects of the Charter Agreement.

**9.2. Representations of Edison.** (a) Edison represents and warrants that it is a corporation duly organized and existing under the laws of the State of Delaware, and is (or will, within the time allowed by law, become) duly authorized and qualified to do business in the State, with lawful power and authority to enter into this Agreement, acting by and through its duly authorized officers.

(b) Edison represents and warrants that the Agreement constitutes a legal, valid and binding obligation of Edison enforceable in accordance with its terms.

### **ARTICLE 10 INDEMNIFICATION**

**10.1. Legal Representation and Costs; Cooperation.** Except as expressly provided herein or in connection with insurance coverage required to be provided in this Agreement by one party for the benefit of the other, each party shall be responsible for its own legal representation and legal costs. Except where there is an actual or potential conflict of interest, the Charter Holder and Edison shall fully cooperate with legal counsel for one another in connection with any legal claim asserted against either of them. Notwithstanding any other provision of this Agreement, neither party shall settle or compromise any claim against the other without the express written permission of that party.

## ***Model New Orleans Charter Agreement***

**10.2. Challenges to the Legality of this Agreement.** Should any claim, demand, or suit be filed against the Charter Holder which arises out of any claim that this Agreement or any part thereof is in violation of law, or of any constitutional provision, statute, law, rule, contract, or collective bargaining agreement binding upon the Charter Holder, the Charter Holder agrees to promptly notify Edison and shall actively seek its assistance and participation in the defense of such claim.

**10.3. Indemnification.** (a) Edison shall indemnify, defend and save and hold the Charter Holder, the Board, their employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits, costs, judgments, or other forms of liability to third parties, actual or claimed, including reasonable attorneys' fees, for injury to property or persons, occurring or allegedly occurring in connection with the operation of the Charter School from conduct committed by Edison or by its employees, officers, directors, subcontractors, agents or by Charter Holder employees while assigned to and under the supervision of Edison during the term of this Agreement or any renewal thereof. Upon timely written notice from the Charter Holder, Edison shall defend the Charter Holder, the Board, their employees, officers, directors, subcontractors and agents in any such action or proceeding brought thereon.

(b) The Charter Holder shall indemnify, defend and save and hold Edison, its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits, costs, judgments or other forms of liability to third parties, actual or claimed, including reasonable attorneys' fees, for injury to property or persons, occurring or allegedly occurring, in connection with the operation of the Charter School from conduct committed by the Charter Holder or by its employees, officers, directors, subcontractors, or agents, unless such conduct is committed by Charter School employees assigned to and working under Edison's supervision in the Charter School. Upon timely written notice from Edison, the Charter Holder shall defend Edison its employees, officers, directors, subcontractors and agents in any such action or proceeding brought thereon.

(c) The Charter Holder shall indemnify, defend and save and hold Edison, its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits, costs, judgments or other forms of liability to third parties, actual or claimed, including reasonable attorneys' fees, for injury to property or persons, occurring or allegedly occurring or arising out of environmental conditions at the Charter School, unless such conditions were created by substances brought onto the site by Edison. Upon timely written notice from Edison, the Charter Holder shall defend Edison its employees, officers, directors, subcontractors and agents in any such action or proceeding brought thereon.

**10.4. No Waiver.** The foregoing provisions shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability to third parties provided or available to any of the parties under applicable state governmental immunities laws.

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### **ARTICLE 11 TERMINATION**

**11.1. Charter Holder Termination for Cause.** (a) The Charter Holder may terminate this Agreement for cause prior to the end of the term specified in Article 2 of this Agreement, in accordance with the procedures set forth in subsection (b) below, for any of the reasons set forth in subparagraphs (1), (2) and (3) below:

(1) if, at any time after the first academic year under Edison's management, the Charter School has failed to make reasonable progress toward student academic achievement; provided that the Charter Holder has advised Edison in writing that its performance has been deficient and has allowed Edison at least one academic year from the time such notice is given in which to remedy such failures;

(2) if Edison substantially breaches any of the material terms and conditions of this Agreement and fails to remedy such breach within 90 days after receipt of written notice of such breach from the Charter Holder; or

(3) if there occurs an enactment, repeal, promulgation or withdrawal of any federal, state, or local law, regulation, or court or administrative decision or order which, after all possible appeals, results in a final judgment or finding that this Agreement or the operation of the Charter School in conformity with this Agreement violates the Charter Holder's responsibilities, duties or obligations under the state or federal constitutions, statutes, laws, rules or regulations.

(b) The following procedures shall apply to any termination pursuant to this Section 11.1. The Charter Holder shall give Edison written notice of its intent to terminate this Agreement at least 90 days prior to the effective date of termination stated in the notice. The cause for termination shall immediately be submitted to the Board President and Edison's Chief Executive Officer, or their respective designees, for consideration and discussions to attempt to resolve the matter. If these representatives are unable to resolve the matter, then termination shall become effective in accordance with the Charter Holder's termination notice. Notwithstanding the foregoing, any termination will not become effective until the end of a school year unless there are unusual and compelling circumstances which would justify the disruption to the educational program and the students which would be caused by a mid-year termination.

**11.2. Edison Termination for Cause.** (a) Edison may terminate the Agreement for cause prior to the end of the term specified in Article 2 of this Agreement, in accordance with the procedures set forth in subsection (b) below, for any of the reasons set forth in subparagraphs (1), (2), (3), or (4) below:

(1) If the Charter Holder fails to adopt the reasonable personnel, curriculum, program or similar recommendations of Edison with respect to the Charter School, which Edison reasonably determines to be necessary for the implementation of the Edison School Design at the Charter School;

(2) If the Charter Holder substantially breaches any of the material terms and conditions of this Agreement and fails to remedy such breach within 90 days after receipt of written

### ***Model New Orleans Charter Agreement***

notice of such breach from Edison. For this purpose, a material breach may include, but is not limited to, failure to make payments as required by this Agreement unless the required payment is subject to reasonable dispute, or any other failure which undermines the joint purposes of this Agreement;

(3) A material reduction in the funding for the Charter School in comparison to the funding for the prior fiscal year; or

(4) The enactment, repeal, promulgation or withdrawal of any federal, state, or local law, regulation, or court or administrative decision or order which has a material adverse effect on Edison's ability to operate the Charter School in accordance with its budget or the Edison School Design.

(b) The following procedures shall apply to any termination pursuant to this Section 11.2. Edison shall give the Board written notice of its intent to terminate this Agreement at least 90 days prior to the effective date of the termination stated in the notice. The cause of termination shall immediately be submitted to the Board President and Edison's Chief Executive Officer, or their respective designees, for consideration and discussions to attempt to resolve the matter. If these representatives are unable to resolve the matter, then termination shall become effective in accordance with Edison's termination notice. Notwithstanding the foregoing, any termination will not become effective until the end of a school year unless there are unusual and compelling circumstances which justify the disruption to the educational program and the students which would be caused by to a mid-year termination.

**11.3. Conditions Precedent.** Edison, in its sole discretion, may declare the Agreement to be void if one or more of the following conditions precedent is not satisfied:

(a) by June 15, 2002, the Charter Holder provides suitable School Facilities as described in Section 5.2.(a) of this Agreement; or

(b) by June 15, 2002, Edison determines that, in its estimation, the Charter School will achieve the expected student enrollment set forth in Article 3 of this Agreement.

**11.4. Disposition of Assets Upon Termination** (a) Upon expiration or termination of this Agreement for any reason, the Charter Holder shall, subject to any limitations and/or conditions in loan or lease agreements to which Edison is a party, to acquire all, but not part, of the property and equipment provided by Edison and located in the Charter School and the homes of the schools' students by paying Edison the "net depreciated value" of such property and equipment, as defined below, within 30 days after the effective date of termination of this Agreement. Edison shall restore the buildings after removing equipment to the condition that existed prior to such removal.

(b) Upon the termination or expiration of this Agreement for any reason, the Charter Holder shall pay Edison for all building fixtures, improvements and alterations added to the School Facilities provided by Edison in an amount equal to the greater of the fair market value or the "net depreciated value" as defined below.

## ***Model New Orleans Charter Agreement***

(c) "Net depreciated value" of any fixed asset shall mean the original purchase price (including taxes and installation charges) minus accumulated depreciation to the date of termination of the Agreement, as such amounts appear in Edison's books of account in accordance with generally accepted accounting principles. Notwithstanding the foregoing, "net depreciated value" with respect to equipment or other property leased by Edison shall mean the amount that is equal to Edison's buy-out cost set in the respective lease or loan agreements as of the date the equipment or other property is to be purchased by the Charter Holder.

**11.5. Remedies.** The sole remedies for breaches of this Agreement shall be specific performance of the obligations outlined herein or termination of this Agreement in accordance with Sections 11.1 and 11.2, except for any breach of any obligation to make monetary payments to the other party. Any monetary payments that are not paid within 30 days after the due date will be subject to interest at the rate of twelve percent per annum.

## **ARTICLE 12 INSURANCE**

**12.1. Liability Insurance.** (a) Edison shall secure and maintain, at its expense, for the protection of the Charter Holder, Edison, and their respective officers, directors, employees, students, teachers and volunteers, insurance, including but not limited to general liability insurance coverage for bodily injury and property damage, as set forth in the attached Appendix D. Such insurance policies shall be issued by an insurance company or companies selected by Edison and licensed to do business in the State, which shall be rated "A" or better by A.M. Best Company. Except as otherwise agreed in writing by the Charter Holder and Edison, all such insurance coverage shall be primary insurance, with deductibles or self insured retentions which are outside the policy limits.

(b) The insurance policies maintained by each party pursuant to this Agreement shall be endorsed to state that coverage shall not be suspended, voided, cancelled, or reduced, in coverage or limits, except after thirty days prior written notice to Edison and the Charter Holder. The parties shall furnish one another certified copies of the insurance or certificates of insurance which name one another as an additional insured and which demonstrate compliance with this Agreement.

**12.2. Property Insurance** (a) Edison shall maintain property insurance for all personal property provided by Edison at the School Facilities, on which the Charter Holder shall be named as an additional insured. Edison shall secure from its insurers waivers of subrogation as against the Charter Holder with respect to damages to the site, and shall otherwise hold the Charter Holder harmless against liabilities arising out of any such damages.

(b) The Charter Holder shall maintain property insurance for the School Facilities and for all personal property on the site provided by the Charter Holder, on which Edison and its facilities manager shall be named as additional insureds. The Charter Holder shall secure from its insurers waivers of subrogation as against Edison and its facilities managers, with respect to damages to the site, and shall otherwise hold Edison and its facilities managers, and their respective offices, employees and agents, harmless against liabilities arising out of any such damages.

**12.3. Workers' Compensation Insurance.** Each party shall secure and maintain workers' compensation insurance covering its employees; however, Edison shall be responsible for the cost

## ***Model New Orleans Charter Agreement***

of workers' compensation insurance coverage for all employees who work in the Charter School under Edison's supervision.

**12.4. Coordination of Risk Management.** The parties shall coordinate risk management activities with one another. This will include the prompt reporting of any and all pending or threatened claims, filing of timely notices of claim, cooperating fully with one another in the defense of any claims and complying with any defense and reimbursement provisions of state governmental immunity laws and applicable insurance policies. Neither party shall compromise, settle, negotiate or otherwise affect any disposition of any claim or potential claims asserted against it to the extent such claims are insured by or through the other party without the approval of the other party.

### **ARTICLE 13 MISCELLANEOUS**

**13.1. Alternate Dispute Resolution.** The parties agree to cooperate in good faith in all actions relating to the Agreement, to communicate openly and honestly, and generally to attempt to avoid disputes in connection with the Agreement. If, nevertheless, a dispute should arise in connection with the Agreement, the parties agree to use their best efforts to resolve such dispute in a fair and equitable manner and without the need for expensive and time-consuming litigation. Except as otherwise set forth in Article 11 of this Agreement, in the event any dispute arises between the Charter School and Edison concerning this Agreement, it shall be resolved in accordance with the alternate dispute resolution procedure that is set forth in Appendix E hereto.

**13.2. Force Majeure.** Neither party shall be liable if the performance of any part or all of this contract is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

**13.3. Independent Contractor Status.** The parties to this Agreement intend that the relationship between them created by this Agreement is that of an independent contractor, and not employer-employee. No agent, employee, or servant of Edison shall be deemed to be the employee, agent or servant of the Charter Holder except as expressly acknowledged in writing by the Charter Holder.

**13.4. Subcontracting.** Edison reserves the right to subcontract any and all services specified in this Agreement to the Charter Holder and/or to public or private subcontractors, as permitted by law. However, except as delineated in the Edison School Design, Edison shall not subcontract the management, oversight or operation of the teaching and instructional program, except as specifically permitted herein or as expressly agreed to in writing by the Charter Holder.

**13.5. No Third Party Beneficiary Rights.** No third party, whether a constituent of the Charter Holder or otherwise, may enforce or rely upon any obligation of, or the exercise of or failure to exercise any right of, the Charter Holder or Edison in this Agreement. This Agreement is not intended to create any rights of a third party beneficiary.

**13.6. Appendices and Exhibits.** The parties agree to the terms and conditions of this Agreement and the Appendices and Exhibits attached hereto and incorporated herein by reference. As of the



## ***Model New Orleans Charter Agreement***

date of the execution of this Agreement, the parties have not agreed to the terms and conditions of the following Appendices and Exhibits: [insert if applicable]. The above listed Appendices and Exhibits shall become incorporated herein and part of this Agreement effective as of the date the parties agree to the terms and conditions of the Appendices and Exhibits.

**13.7. Entire Agreement.** This Agreement and the Appendices and Exhibits hereto shall constitute the full and complete agreement between the parties. All prior representations, understandings and agreements are merged herein and are superseded by this Agreement.

**13.8. Construction and Enforcement.** The Agreement shall be construed and enforced in accordance with the laws of the State.

**13.9. Amendments.** This Agreement may be altered, amended, changed or modified only by agreement in writing executed by Edison and the officer of the Board authorized to so execute by action of the Board on behalf of the Charter Holder.

**13.10. Section Headings.** The section headings shall not be treated as part of this Agreement or as affecting the true meaning of the provisions hereof. The reference to section numbers herein shall be deemed to refer to the numbers preceding each section.

**13.11. Invalidity of Provisions of this Agreement** If, for any reason, any provision hereof shall be determined to be invalid or unenforceable, the validity and effect of the other provisions hereof shall not be affected thereby.

**13.12. Assignment.** This Agreement shall not be assigned by either party without the prior written consent of the other party, provided that (i) Edison may, without consent of the Charter Holder, delegate the performance but not responsibility for such duties and obligations of Edison as specifically set forth herein; and (ii) Edison may assign this Agreement to a successor entity that acquires through a corporate reorganization substantially all of Edison's assets and liabilities.

**13.13. No Waiver.** No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

**13.14. Survival.** All representations, warranties and indemnities made herein shall survive termination of this Agreement.

**13.15. Notices.** All notices required or permitted by this Agreement shall be in writing and shall be either personally delivered or sent by nationally-recognized overnight courier, facsimile or by registered or certified U.S. mail, postage prepaid, addressed as set forth below (except that a party may from time to time give notice changing the address for this purpose). A notice shall be effective on the date personally delivered, on the date delivered by a nationally-recognized overnight courier, on the date set forth on the receipt of a telecopy or facsimile, or upon the earlier of the date set forth on the receipt of registered or certified mail or on the fifth day after mailing.

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To Edison at:  
Edison Schools Inc.  
521 Fifth Avenue, 11th Floor  
New York, NY 10175  
Attn: H. Christopher Whittle  
Facsimile: 212-419-1604

with a copy to:  
Edison Schools Inc.  
521 Fifth Avenue, 11<sup>th</sup> floor  
New York, NY 10175  
Attn: \_\_\_\_\_  
Facsimile: 212-419-1868

To Charter Holder at:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Facsimile: \_\_\_\_\_

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year first above written.

**[CHARTER HOLDER]**

**EDISON SCHOOLS INC.**

By: \_\_\_\_\_  
President, Board of Directors

By: \_\_\_\_\_  
H. Christopher Whittle  
President and CEO

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**APPENDICES AND EXHIBITS**

APPENDIX A	Form of Modification Agreement
APPENDIX B	Assessment and Performance Criteria
APPENDIX C	Insurance
APPENDIX D	Alternative Dispute Resolution
EXHIBIT 3	External Public Funding
EXHIBIT 4	Expenses of the Charter Holder
EXHIBIT 5	Projected Budget

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APPENDIX A

FORM OF MODIFICATION AGREEMENT

THIS MODIFICATION AGREEMENT is made and entered into as of the \_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_, by and between Edison Schools Inc. ("Edison"), a Delaware Corporation, and \_\_\_\_\_ ("Charter Holder"), a nonprofit corporation organized and existing under the laws of the State of \_\_\_\_\_.

1. **Expansion Academies.** Edison and the Board entered into an agreement dated as of \_\_\_\_\_, 200\_\_, (the "Agreement") whereby Edison manages and operates the educational program at the Charter School identified therein. Pursuant to Article 3 of the Agreement, the parties hereby agree that the following Academies shall be added to the list of Academies at the Charter School for which Edison performs services under the Agreement as of the initial school year noted below.

<u>Initial School Year</u>	<u>School/Address</u>	<u>Grades</u>	<u>Expected Enrollment</u>
--------------------------------	-----------------------	---------------	--------------------------------

2. **Term.** The term of the Agreement is hereby extended to June 30, \_\_\_\_\_ [insert the fifth year following the latest opening date of the schools listed above.]

3. **Fees.** The fees payable to Edison with respect to the students enrolled at the schools listed above will be calculated in accordance with the terms set forth in Article 6 of the Agreement.

4. **Other Modifications.** [Insert any additional modifications if necessary.]

IN WITNESS WHEREOF, the parties hereto have executed this Modification Agreement as of the day and year first above written.

**[CHARTER HOLDER]**

**EDISON SCHOOLS INC.**

By: \_\_\_\_\_  
President, Board of Directors

By: \_\_\_\_\_  
H. Christopher Whittle  
President and CEO

APPENDIX B

**ASSESSMENT AND PERFORMANCE CRITERIA**

Edison is accountable for delivering satisfactory performance in the following three areas:

- Student Achievement,
- Customer Satisfaction, and
- Delivery of the Edison Design.

**Student Achievement**

Edison is accountable first and foremost for the progress of students in meeting challenging standards of learning. Student achievement levels are measured by two indicators—state or district standardized tests and Edison’s own internal assessment tools that support the Edison design.

*Standardized Tests*

Student achievement on standardized exams will be evaluated by measuring student progress against applicable baseline data. Baseline data will be generated at the partnership school no later than the end of the first year of operation. The preferred—and most reliable—method of establishing baselines is to use the scores posted by students during their first year in an Edison school. Scores from the spring prior to the opening of the Edison school should be used only if they are available at the level of individual students and thereby represent only students who move on to the Edison school in the fall. Edison must be able to verify that test conditions for any prior spring administrations were standard and free of any alleged irregularities.

The preferred—and most reliable—method for analyzing achievement data will be to compare the progress of individual students over time. If this method of evaluation is not possible, achievement data will be analyzed by comparing the performance of cohorts of students over time. In the event that data cannot be analyzed through either of these means, the performance of different groups of students at the same grade level will be analyzed over time. Regardless of which form of data is generated, the standard of evaluation shall be whether students are making reasonable annual progress toward high standards, or once high standards are reached, maintaining achievement at those levels.

*Edison Assessments*

Edison is accountable for demonstrating student academic progress within the Edison design. To demonstrate progress, Edison will use the results of Quarterly Learning Contract (QLCs) to gauge levels of achievement against Edison’s rigorous academic standards. The data generated by QLCs will be supported by student portfolios as well as by Edison’s system-wide assessment system, known as benchmark assessments.

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### **Customer Satisfaction**

Edison will administer annually a nationally-recognized survey to measure the satisfaction of parents, students, and staff through a school. Edison is accountable for either demonstrating steadily improving levels of satisfaction or maintaining high levels of satisfaction, as measured by the average satisfaction levels of comparable schools participating in the same survey program. Edison is also accountable for student attendance, parent attendance at QLC meetings, and teacher turnover, all of which should evidence the support and continuity necessary to sustain a high level of performance at the school.

### **Design Implementation**

Edison is accountable for effectively implementing all aspects of the school design, as measured by against Edison's rigorous school performance standards and judged by supervisors within the Edison system. These standards, as well as the observations of Edison supervisors, are maintained in a permanent central database and are available upon request by the board.

To document progress in each of these areas, Edison will provide the board with an annual end-of-year report no later than November 30<sup>th</sup> of each school year, beginning in Year 2.

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APPENDIX C

**INSURANCE**

Edison shall secure and maintain the following minimum insurance:

- Commercial general liability insurance with limits of one million dollars (\$1,000,000) per occurrence and two million dollars (\$2,000,000) aggregate;
- Automobile liability insurance of one million dollars (\$1,000,000); and
- Employee dishonesty insurance with limits of five hundred thousand dollars (\$500,000)
- Educators' legal liability insurance with limits of two million dollars (\$2,000,000) each claim and two million dollars (\$2,000,000) aggregate
- Umbrella liability coverage of \$25,000,000 in excess of the primary commercial general, automobile and employers general liability insurance.

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### APPENDIX D

#### **ALTERNATE DISPUTE RESOLUTION PROCEDURE**

- A. The Charter Holder and Edison agree that the existence and details of a dispute notwithstanding, both parties shall continue without delay their performance hereunder, except for any performance which may be directly affected by such dispute.
- B. Either party shall notify the other party that a dispute exists between them. Such notification shall be in writing and shall identify the article and section of the Agreement that is in dispute and the grounds for the position that such article and section is in dispute. The matter shall be immediately submitted to the President of the Board and Edison's Chief Executive Officer, or their respective designees, for further consideration and discussions to attempt to resolve the dispute.
- C. In the event these representatives are unable to resolve the dispute informally pursuant to this procedure within 30 days after the date of notification by one to the other of the existence of such dispute, then either party may elect to submit the matter to the Board for its consideration. The submission to the Board shall be made in writing to the other party and to the Board President for delivery to the Board, no later than 40 days after the initial date of notification by one party to the other of the existence of the dispute.
- D. In the event that the matter is not submitted to the Board, or if the matter has been submitted to the Board and the Board has not been able to resolve the matter within 30 days following submission of the dispute to the Board, then the matter shall be submitted to final and binding arbitration, as provided below.
- E. The matter shall be submitted to arbitration by notice in writing to the other party. Such notice shall be submitted no later than 40 days after the initial date of the notification of the existence of the dispute, if the matter has not been submitted to the Board under paragraph "C", and no later than 80 days after the initial date of notification of the existence of the dispute if the matter has been submitted to the Board under paragraph "C".
- F. Any and all disputes which can not be resolved informally shall be settled by final and binding arbitration in accordance with the Commercial Arbitration Rules of the American Arbitration Association, except as otherwise expressly provided herein or agreed to in writing by the parties, or to the extent inconsistent with the requirements of state law. The parties expressly agree that the arbitrator(s) shall be required to render a written opinion concerning the matters in controversy, together with their award. The arbitration shall take place in the city in which the Charter School is located and that judgment upon the award rendered by the arbitrator(s) may be entered in any court having jurisdiction thereof, in accordance with the laws of the State.
- G. Each party shall pay one-half of the reasonable fees and expenses of the neutral arbitrator. All other fees and expenses of each party, including without limitation, the fees and expenses of its counsel, witnesses and others acting for it, arbitrators not jointly appointed, shall be paid by the party incurring such costs.
- H. The arbitrator(s) shall have no authority to add to, delete from, or otherwise modify any provision of this Agreement or the Edison School Design, or to issue an award having such effect.



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### **EXHIBIT 1**

#### External Public Funding

The parties recognize that the Edison design provides programs and services that are supplemental to the prevailing area public schools' educational program[s] and that as such Edison on behalf of the Charter Holder reserves the right to seek external source revenue to assist in the provision of these enriched programs. Edison shall have the right to apply for and receive grant money on its own or together with the Board, and to retain any such funds for its use consistent with the terms of such grants. Any such monies received by Edison shall not reduce the fees due under this Agreement.

The monies to be remitted to Edison pursuant to Article 6 shall include all external-source revenue which the Charter School receives and for which the Charter School or its students are eligible, including but not limited to those set forth below. Specifically, Edison shall be entitled to receive the following funding on a per capita basis during the year in which the students eligible for or subject to such funding are enrolled in the Charter School, to the extent such funding is actually received by the Charter School, and in a manner consistent with the terms of this Agreement:

- (a) special education funding provided by federal and state governments to the Charter School that is directly allocable to special education students in the Charter School.
- (b) gifted and talented funding provided by federal and state governments to the Consortium that is directly allocable to gifted and talented students in the Charter School;
- (c) at-risk funding provided by federal and state governments to the Consortium that is directly allocable to at-risk students in the Charter School;
- (d) funding provided by federal and state governments to the Consortium that is directly allocable to students in the Charter School with limited English proficiency;
- (e) any other federal and state grant funds, including Title 1, which is directly allocable to the Charter School;
- (f) any private grant funds which are directly allocable to the Charter School, subject to the terms of Section 6.9 of this Agreement; and
- (g) unless otherwise expressly provided in this Agreement or subsequently agreed by the Parties in writing, all other external-source revenue which is directly attributable to Charter School students, and any applicable subsidies for which Charter School students may be eligible.

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**EXHIBIT 2**

Expenses of the Charter Holder

The terms “Operating Costs” and “Charter Holder Costs”, as such terms are used in Article 6.3, and, with respect to Operating Costs, in the budget submitted to the Charter Holder for its approval, have the following meanings and consist of the following line-item costs:

A. Operating Costs (as defined in Article 6.3) include, but are not limited to, the following:

- Instruction Expenses (Personnel and Non-Personnel)
- Technology Support Expenses (Personnel and Non-Personnel)
- Facility Support Expenses (Personnel and Non-Personnel)
- Administration Expenses (Personnel and Non-Personnel)

B. Charter Holder Costs shall include, and be limited to, the following:

- Debt service mutually agreed to by the Board and Edison.
- Charter Holder General & Administrative allowance:
  - (i) 2007-2008: \$
  - (ii) 2008-2009 \$
  - (iii) 2009-2010 \$
  - (iv) 2010-2011: \$
  - (v) 2011-2012: \$

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**EXHIBIT 5**

Projected Budget

**c. A detailed explanation of experience in working with the proposed target population.**

Edison Schools Inc. has been selected by the Broadmoor Charter School Board as the education management company for the proposed Andrew H. Wilson Charter School. Edison Schools has had extensive experience in working with the proposed target population of the AHWCS as the following narrative and presentation highlights.

Edison Schools is the nation's leading public school partner with schools and districts, focused on raising student achievement through its research-based Edison School Design comprised of a proven school design, standards based curriculum and instruction, uniquely aligned assessment systems, interactive professional development, integrated use of technology and other proven program features. The Edison Design is the result of over 15 years and \$475 million of research and development. The on-going research and development process started in 1992 with the Edison Project and has continued throughout the company's existence.

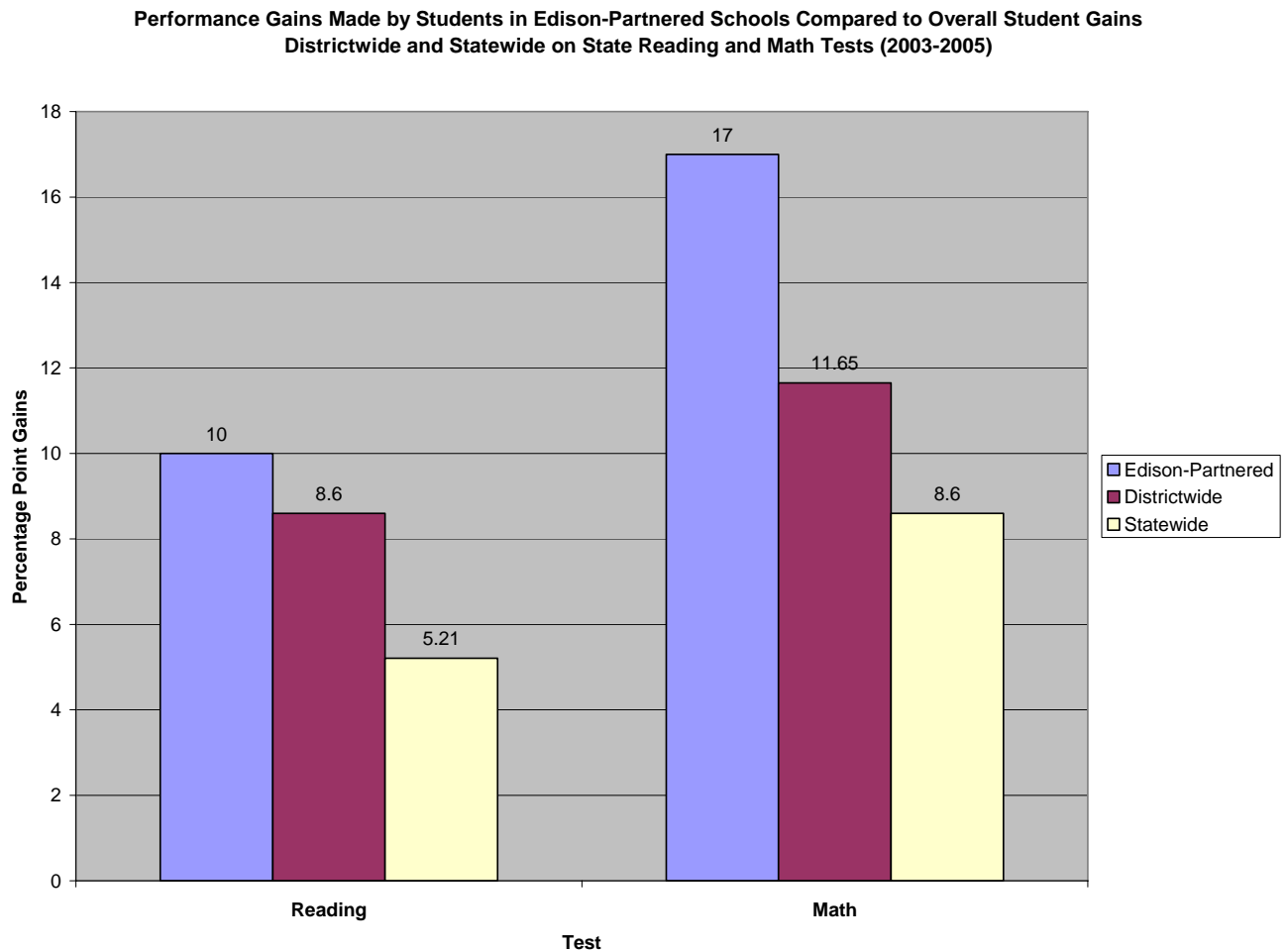
The presentation provided as Exhibit 15 highlights the achievement gains made by students in Edison Schools, both charter schools and regular district public schools managed by Edison, in Maryland, the District of Columbia, Illinois, California, Georgia and New York State. The schools in this presentation all are representative of the expected population of the proposed Andrew H. Wilson Charter School in terms of poverty and racial demographics. The Edison Schools in this analysis have a student population that is predominantly minority (African-American and Latino) and the majority are eligible for free- and reduced-priced lunch.

The Edison Schools' academic model has recently received high marks from an independent national research group, American Institutes of Research, in their report released in 2006 entitled "CSQR Center Report on Education Services Providers" which reviewed the quality of seven prominent education service providers (Edison Schools, Imagine Schools, the Leona Group, Mosaica Education, National Heritage Academies, SABIS Educational Systems and White Hat Management). Among the highlights and conclusions of the report were:

- Edison was ranked highest among these seven providers in "evidence of positive effects on student achievement," in particular student achievement in populations of high poverty students in historically low-performing schools;
- Edison was rated as "very strong" in evidence of a link between research and the model's design;
- Edison was rated "very strong" in evidence of readiness for successful implementation;
- Edison was rated "very strong" in evidence of professional development and technical assistance to enable successful implementation;
- Edison Schools currently is the only provider among that seven that has a solid body of evidence of efficacy.

In another independent study involving Edison Schools, The RAND Corporation, in their published study entitled "Inspiration, Perspiration and Time *Operations and Achievement in Edison Schools*" issued in 2005 found that schools that implement the Edison curriculum and design make achievement gains over time. Indeed, over the past two years, schools that have partnered with Edison and implemented its academic curriculum and assessment protocol have improved their performance on high-stakes tests—the mandated State assessments in Reading

and Math—by an average of 10 percentage points in Reading and 17 percentage points in Math—outpacing by a significant factor their non-partnered counterparts in the districts and states where Edison partnership schools are located. The following chart illustrates this fact:



In addition to increasing the number of students performing at state-mandated levels of proficiency, students in schools managed by Edison also fail at lower rates than their demographic peers.

We are confident that AHWCS' choice in partnering with Edison Schools and our subsequent implementation of Edison Schools' academic curriculum and assessment protocol will result in similarly positive statistics for our students as they progress through our program.

Edison Schools has the capacity and record of strong academic performance to work with the Broadmoor Charter School Board in creating a strong public charter school in the proposed Andrew H. Wilson Charter School.

- 33. Discuss any fee-based commitments for partnerships or other relationships with community organizations or individuals that would enrich the learning opportunities of students in the school. Programs and partnerships that are described elsewhere in this Application should be documented by providing evidence and intent of services to be provided to the school. Evidence of support may include letters of intent, memoranda of understanding and/or contracts. Response should clearly indicate the purpose, scope of services, and how the partnership supports the overall mission, school philosophy and education program.**

The Andrew H. Wilson Charter School does anticipate establishing any fee-based commitments for partnerships or other relationships at this time.

- 34. Provide a staffing chart for the school. The staffing chart should indicate Instructional and Non-Instructional personnel. Identify the number of classroom teachers, teaching aides or assistants, as well as any specialty teachers. Also, include details regarding the support and operational staff.**

The following is the proposed staffing of the AHWCS in its first year of operations. The school will be led by a principal who will be supported by a school operations manager and an office manager. There will be 18 full-time classroom teachers, not including specialty teachers, the reading specialist and special education teachers. The Board and Edison are aware of staff licensure requirements for and will ensure that all such requirements are met.

**Staffing Chart**

Position	Number
Principal	1
Lead Teacher	3
Senior Teacher	5
Teacher	5
Resident Teacher	5
Specials Teachers	6
ESL	1
Special Education Teachers	3
Reading Specialist	1
Tutors	2.5
Kindergarten Aides	3
Lunch Aides	2
School Safety Director	1
Technology Services Manager	1
Library Media Specialist	1
Secretary/Office Manager	1
Student Support Manager	1
Nurse/Health Services	1
School Operations Specialist	1
Total	44.5

- 35. Provide qualifications, credentials and resume of principal candidate. If principal has not been selected, identify the qualifications and experience level sought for principal. Also, provide details regarding plan to recruit school leader.**

The School has not identified its school principal; the following documents provide the Principal Job Description as well as the plan for recruiting the school leader.





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## **EDISON PRINCIPAL JOB DESCRIPTION**

An Edison principal is responsible for providing the instructional, operational and administrative leadership necessary to ensure the success of the charter school. He or she organizes, administers, supervises and evaluates all aspects of the Edison school design within the charter school and the greater school community. The principal will be held accountable for the continuous improvement of the school and its staff and for increased student achievement.

The principal is responsible for planning improvements that directly address Edison's Five Points of Accountability: Student Achievement, the Edison School Design, the school's Financial Management, Customer Satisfaction (of teachers, students, and parents), and Operational Excellence (factors like student attendance and teacher turnover that directly affect a school's ability to produce results).

Achievement outcomes in the five points of accountability require strong leadership. Edison views leadership in terms of three distinct roles: instructional leader, site-based manager, and builder of school culture. Accordingly, our performance standards for principals are listed in three categories below.

### **THE PRINCIPAL AS INSTRUCTIONAL LEADER WILL:**

- Set standards for student achievement;
- Provide leadership, direction and support to the implementation of the school's instructional and program;
- Provide instructional leadership in advancing proven teaching and learning practices;
- Provide leadership in the formulation and annual adjustment of the school's instructional program;
- Observe – and ensure that teachers observe – instruction regularly;
- Monitor – and ensure that teachers monitor – student growth and achievement;
- Support the development of a network of student support systems;
- Supervise and evaluate staff to ensure quality instruction and student achievement;
- Support and monitor the professional development plans of lead teachers, house teams, and curriculum coordinators to continuously improve instruction; and
- Ensure that continuous improvement is guided by student academic standards, school performance standards and concrete data from Edison, state and local assessments.

### **THE PRINCIPAL AS SITE-BASED MANAGER WILL:**

- Develop and manage the school budget;
- Supervise all operations involving the management of the school, including school funds, district funds, payroll, purchases, inventories and office operations;
- Maintain complete and accurate records of the entire school program;
- Manage student recruitment and enrollment process;
- Recruit, select and hire school staff, including teachers and school-based support staff;
- Continually monitor progress on all measures of school and staff performance;
- Work with lead teachers and professional development specialists to address team needs;
- Ensure a safe and orderly environment;
- Ensure compliance with federal, state and local regulations and policies (unless otherwise waived);
- Establish and maintain close working relationship with the local board of education/trustees; and
- Complete and publicly present the annual partnership school progress report to the Edison project and school community.

### **THE PRINCIPAL AS BUILDER OF SCHOOL CULTURE WILL:**

- Communicate the vision that supports the partnership school's goals and articulate the school's values and model those values;
- Develop a plan for achieving the school's vision; achieve a common understanding with the community;
- Seek feedback on the progress of the school;
- Serve as a spokesperson for the partnership school in the community and elsewhere;
- Create an effective team of people jointly responsible for attainment of school goals and committed to achieving excellence;
- Engage parents and community in planning and implementing programs, including community use of the school site;
- Manage and facilitate group planning and program-solving sessions;
- Build on the strengths of staff; recognize improvement;
- Support and monitor the development of all staff and implementation of program improvements; and
- Provide leadership to the board of friends and the school leadership team

### **QUALIFICATIONS**

- Master's degree

- Eight (8) years of appropriate teaching and administrative experience
- Certified (or certifiable) as a school principal in the home state of the charter school



## **The Process**

### **CANDIDATE RECRUITMENT**

Principal candidates are recruited year-round via one of five mechanisms:

- Direct Headhunting
- National and Local Advertising
- External and Internal Database
- Internal Promotion
- Referrals

### **CANDIDATE EDUCATION**

Prior to interviewing, Edison principal candidates are led through an “Edison Education Process.” Every candidate:

- receives a copy of the Edison information packet (marketing packet);
- receives a copy of the principal job description

### **THE PRE-SCREENING PROCESS: OVERVIEW**

1. Edison reviews each candidate against a set of competencies or qualities that we find to be critical to success in leading Edison Schools.
2. Every candidate is evaluated by an Edison selection team.
3. Together, the team looks at each candidate through six “lenses,” listed below. It is not assumed that each lens will provide insight into every competency. Rather, it is assumed that together, the following six lenses will provide the selection team with sufficient insight into each candidate in all competency areas.
  - Candidate’s resume/application
  - Interview
  - Evidence of student achievement
  - “On-the-spot” writing sample
  - In-basket exercise
  - Reference checks

4. Those candidates who are finalists for a principalship also complete the Trimetrix Assessment Tool.
5. Visits to the final candidates' schools are strongly encouraged.
6. Background check

## THE RATING SYSTEM

The scoring rubric is designed to help selectors measure each candidate against each of the selection competencies.

The ratings used on the rubric area are as follows:

- **Exceeds Expectations:** is a model for others to follow; falls in the top 10 to 20 percent of current Edison principals.
- **Meets Expectations:** operates at the level of an effective Edison principal.
- **Unsatisfactory:** performance on this dimension alone would inhibit effectiveness.

## FINAL DECISIONS

Our approach to evaluating candidates is holistic—the assessment of each criterion is not based on formulas or absolutes (e.g., a minimum number of professional memberships, leadership as evidenced by national awards or honors). Each piece of evidence gathered through each lens is relevant in deciding which rating the applicant comes closest to meeting. At the same time, we want to ensure that we are recommending candidates who are true leaders—candidates who are truly exceptional. Thus, for a candidate to be recommended into the pre-approved pool, they must be found to exceed or meet expectations in each competency area, and be found to exceed expectations in at least one competency area.

## THE SIX LENSES

### 1. The Resume/Application

The resume and application provide the selection team with a great deal of information, including:

- candidate's work experience from college graduation to the present;
- candidate's honors, awards, and special recognition;
- candidate's educational history, including degrees awarded and undergraduate GPA; and
- candidate's experience in improving student achievement.

### 2. The Screening Interview

Many candidates are invited to interview with Edison's national selection team. In most cases, this interview is done face-to-face. Alternatively, a local screening interview may replace this step and should involve at least two Edison representatives familiar with our curriculum, instructional strategies, and school design. This screening interview not only allows the selection team to measure each candidate against our criteria, but also allows candidates to self-select whether leading an Edison School is the right step for them. The selection team is looking for demonstrations of the desired qualities in the candidate's past experiences, as well as the

candidate's ability to demonstrate those qualities when discussing future plans for leading an Edison School.

**3. Evidence of improved student achievement, or a written plan for improving achievement if candidate is not currently a principal.**

This should include, but not be limited to, national standardized test scores demonstrating growth over time and/or similar progress on criterion referenced tests at the state level.

**4. The On-the-Spot Writing Sample**

On the day of the interview, all candidates are asked to submit an on-the-spot writing sample in response to an essay question.

**5. In-Basket**

On the day of the interview, all candidates are asked to participate in an In-Basket activity that demonstrates their ability to prioritize and multi-task.

**6. Reference Checks**

After conducting the interview, three references are checked. At least two of those references must come from individuals who have served in a supervisory capacity to the candidate.

NEXT STEPS:

**Local Interview, Trimetrix, Security Check, And School Visits**

Although many candidates are pre-screened by a national committee, others will be screened locally prior to meeting with a full interview committee. Once a candidate has been placed in Edison's pre-screened pool, either through a national or a local screening process, he or she is given the opportunity to interview for specific Edison principal positions as they become available throughout the year. In certain cases, a school district partner may in fact have recommended the principal who has been selected. In those cases, the candidate is only being considered for that specific school. Whether it is a school district partner candidate, or a candidate Edison has recruited, the General Manager or Regional Vice President manages the process from this point forward. In cases where it is possible, the General Manager or Regional Vice President will also arrange a visit to the candidate's school.

**36. Attach a copy of the proposed school personnel policy regarding teachers. Include the school's plan to ensure that teachers are state certified as provided by law and in compliance with highly qualified personnel under NCLB. Also include:**

**a. The procedures for hiring and dismissing school personnel;**



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## **PLAN TO ENSURE TEACHERS ARE STATE CERTIFIED AS PROVIDED BY LAW AND IN COMPLIANCE WITH HIGHLY QUALIFIED PERSONNEL UNDER NCLB**

Edison Schools Inc. focuses on recruiting and hiring certified and highly qualified teachers for all applicable positions. Prior to hire, all candidates are required to submit official transcripts, a copy of the teaching license (which would be verified via online), and proof of passing the required subject area exams. The Edison Schools Recruitment Specialist reviews these documents and issues a Highly Qualified Verification Form (attachment A) to the school. This form is required before the Edison Schools Payroll Specialist can add the new hire to the School's payroll. Every two weeks payroll is audited by the Recruitment Specialist to ensure that all newly hired teachers have gone through the Highly Qualified Verification process.

If a certified and highly qualified applicant cannot be found to fill a vacant position, non-qualified teachers are placed on Edison School's Non-Compliance Plan (attachment B) that outlines specific activities for the new hire to become certified and highly qualified. Reasonable progress must be made as a requirement for continuing employment. Generally, these activities focus on taking and passing subject area exams, finishing course work, and applying for state teacher certification. Additionally, schools follow any plans and NCLB highly qualified reporting required by the local education authority and the state education agency. All documentation is kept on file and reviewed frequently by Edison's Human Resources staff.

*Verification of Highly Qualified and certification status is based on documentation provided by the candidate. It is the candidate's responsibility to provide truthful and accurate information and documentation; falsifying information or documentation is grounds for termination.*



## ATTACHMENT A

### Edison Schools - HQ Verification of TEACHER Candidates

Employee: Last, First

School Name: Edison Charter School

State: LA

**Candidate is HQ: Yes**

Qualifications Verified By: M. Stevens

#### Notes:

HQ and all paperwork in place

#### Personal Information:

Employee Name: Last, First

ID:

Online Application Complete: Yes

#### Probable Teaching Assignment :

Primary Assignment – GRADE(s): 6-8 Primary Assignment – SUBJECT(s): Social Studies

Other Grades & Subjects To Be Taught: none

Will This Person Teach His/Her OWN Reading Group?: No

#### Educational Background:

Bachelor Degree From: Xavier University State: LA

Major: Middle Grades Social Sciences Education Minor: History

Are Official Transcripts on File Confirming Bachelor Degree?: Yes

Advanced Degree: none

Major:

Official Transcripts on File: n/a

#### Teacher Licensure:

Teacher License or Certification: Yes

State: LA

Type: Level 1

Grade Level(s): 4-8 Middle

Subject(s):

Social Sciences

Additional Grades and Subjects: none

Certification Waiver: No

Issue Date: Jul-05

Expiration Date: Jul-08

File Number: xxyyzz

Copy of License/Certificate on File?: Yes

Out of State License or Certification: no Grades/Subjects:

Copy of License/Certificate on File?:

#### Subject Area Proficiency:

Subject Exam Passed: Yes

Scores on File?: Yes

Subject Exam Passed:

Scores on File?:

Subject Exam Passed:

Scores on File?:

#### Recruitment Specialist's Notes/Comments:

HQ for Middle Grades Social Studies and all docs on file

*Verification of Highly Qualified and certification status is based on documentation provided by the candidate. It is the candidate's responsibility to provide truthful and accurate information and documentation; falsifying information or documentation is grounds for termination.*

# ATTACHMENT B

## TEACHER – NON-COMPLIANCE PLAN

### SAMPLE

Edison Schools Inc. No Child Left Behind

Employee: Last, First Instructional Position: 8<sup>th</sup>-9<sup>th</sup> grade mathematics  
School Name: Edison Charter School State: LA

### CANDIDATE IS NOT HIGHLY QUALIFIED AND IS BEING HIRED ON A NON-COMPLIANCE PLAN

Qualifications Verified By: M. Stevens Verification Date: 8/8/2006

Recruitment Specialist's Notes/Comments:

Candidate is HQ for 8<sup>th</sup> grade math but not one section of 9<sup>th</sup> grade math.

1. How was the vacancy promoted ? (job fair, specific newspaper, websites, Edison job bank, etc.)

Activity	Date(s)
Campus Job Fairs	March, April 2006
Internet – Teach NOLA, Teach Louisiana, K12jobs, Edison Job Bank	March – August 2006
Newspaper advertisements	5/13/06, 6/12/06, 7/14/06

2. How many qualified candidates applied for this specific position? 5

3. How many interviews were conducted for this specific position? 4

4. Why was this candidate hired over the other applicants?

*Extensive urban teaching experience, applied mathematics skills through previous engineering position. Candidate took secondary math test on 7/15-waiting for scores*

5. What steps will be taken to ensure this candidate is HQ by June 2006?

Action Item	Due Date	Completion Date
Complete Edison online application	8/15/06	
Re-take Secondary math PLACE exam on 1/13/07 if 7/15 exam was not passed	1/13/07	

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Recruitment Specialist's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



### **Procedures For Hiring School Personnel**

Edison Schools Human Resources department works closely with the charter school site to support recruitment, selection, and hiring of school personnel. The school benefits from the support of a professional Human Resources staff that is familiar with the needs and challenges of staffing urban schools with qualified personnel. Schools are encouraged to select a Recruitment Coordinator to support the Principal with recruitment and selection of instructional personnel. This is a stipend position and training is provided by Edison Schools.

## **Recruitment Operational Standards**

### **Recruitment Basics**

#### **STANDARDS**

- ☐ School site has a Recruitment Coordinator (RC);
- ☐ Recruitment Coordinator is trained by Edison Schools Human Resources staff;
- ☐ RC, Principal, and interview team are knowledgeable of certification requirements;
- ☐ RC is knowledgeable of NCLB Highly Qualified requirements;
- ☐ RC is knowledgeable about alternative certification programs;

### **Staffing Plan**

#### **STANDARDS**

- ☐ RC, Principal, and Edison Schools Human Resources collaborate to create annual recruitment plan and update the plan as the year progresses;
- ☐ Site distributes Intent to Return forms to all staff members each spring;
- ☐ RC and HR actively begin seeking replacements for teachers who intend to resign;
- ☐ Principal focuses on staff retention efforts throughout the school year;

### **Building a Candidate Pool**

#### **STANDARDS**

- ☐ Edison Schools HR and school RCs attend college career fairs;
- ☐ Interested candidates are encouraged to apply online through the Edison Schools website;
- ☐ Schools seek out student teachers;
- ☐ Schools host on-site open houses for prospective teachers;
- ☐ Edison Schools HR sponsors Teacher Referral Program to encourage staff members to refer teachers as prospective employees;
- ☐ The internet is used to recruit active and passive candidates;
- ☐ Schools maintain a strong pool of substitute teachers;
- ☐ Edison marketing materials and printed materials are used at recruitment events;

### **Selection Process**

#### **STANDARDS**

- ☐ Schools have trained interview teams of at least five members;
- ☐ Interview team includes staff members from various grade levels and subject areas;
- ☐ Interview team has been trained about legal issues in interviews;
- ☐ Interview team ensures that every candidate is evaluated against the same criteria;
- ☐ Interview team follows Edison selection process and uses Edison interview questions;
- ☐ Candidates complete the written response portion of the selection process;
- ☐ Selected candidates are asked to teach a sample lesson in the school;
- ☐ If candidates are remote, they send a video of themselves teaching a lesson;
- ☐ Two members of the interview team view the sample lesson;

### **Hiring Practices**

#### **STANDARDS**

- ☐ Edison Schools HR checks at least three professional references for each Candidate;
- ☐ Criminal background checks are completed in compliance with state standards;
- ☐ Highly Qualified status is verified prior to issuing an offer of employment;
- ☐ Principal conducts salary discussion and issues verbal offer and written contract;

## **Selection and Hiring Procedures**

**The procedures below are followed for all hires. Steps 2 through 4 are not used for non-instructional positions.**

<b>Step of the Process:</b>	<b>Why Do It?</b>	<b>What to Look For:</b>
<p>1. Interview</p> <p>Key Points:</p> <ul style="list-style-type: none"> <li>• Panel interview</li> <li>• Use trained interview team</li> <li>• Use Edison Interview Questions</li> </ul>	<p>Standard Edison questions were created to address the core competencies of a successful Edison teacher. Edison Recruitment Coordinators, Teachers, Project Managers, Principals, and National Curriculum Coordinators created these questions.</p> <p>Using an interview team allows a candidate to be seen through the eyes of many different people who understand the unique qualities required for your school. Interview teams are comprised of a variety of staff members, bringing a variety of opinions to the table.</p>	<p>Candidates with Edison core beliefs, attitudes, values &amp; character:</p> <ul style="list-style-type: none"> <li>▪ High expectations: all children will learn</li> <li>▪ Sense of perspective: flexibility &amp; focus</li> <li>▪ Teamwork: understands &amp; values a team</li> <li>▪ Persistence: staying power</li> <li>▪ Commitment to the Edison design</li> </ul> <p>Candidates with the teaching skills and competencies that ensure success:</p> <ul style="list-style-type: none"> <li>▪ Planning skills</li> <li>▪ Classroom management</li> <li>▪ Partnership with families</li> <li>▪ Integrating technology</li> </ul>
<p>2. Written Response</p> <p>Key Points:</p> <ul style="list-style-type: none"> <li>• Interview team assigns writing sample at end of interview.</li> <li>• Writing sample is completed on site.</li> </ul>	<p>Our mission is a world-class education for all students. In order to achieve at high levels, our students must be led by educators who model the highest academic standards. Strong writing skills are the foundation for strong communication skills.</p>	<p>Candidate with the ability to express themselves clearly through writing without time to prepare (on-the-spot).</p> <p>Also:</p> <ul style="list-style-type: none"> <li>▪ Standard English</li> <li>▪ Proper grammar</li> <li>▪ Correct spelling and punctuation</li> </ul>
<p>3. Sample Lesson</p> <p>Key Points:</p> <ul style="list-style-type: none"> <li>• May be live or videotape (for out of area or summer candidates).</li> <li>• At least one or two interview team members should observe the lesson.</li> </ul>	<p>A strong interviewer may not always be strong with children in the classroom. Conversely, a candidate may be an amazing teacher but a poor interviewee.</p> <p>Observation at your school allows you to see how a candidate interacts with your specific population of students.</p>	<p>Candidates who are able to prepare and execute a meaningful lesson under the pressure of being observed.</p> <p>Candidates with strong teaching and classroom management skills.</p>
<p>4. Highly Qualified Verification</p> <p>Key Points:</p> <ul style="list-style-type: none"> <li>• Keep a copy of this file at school site.</li> <li>• Send originals to AFMU</li> <li>• Once approved by RS, the new hire is eligible to be entered into the payroll system</li> </ul>	<p>Edison Schools and NCLB hold high standards for educators. The documents verify if a candidate is highly qualified or certified to teach.</p>	<p>Candidates must provide you with the following information:</p> <ul style="list-style-type: none"> <li>▪ Official Transcripts</li> <li>▪ Full State Licensure/ Certification/</li> <li>▪ Subject Area Proficiency</li> <li>▪ Additional State required documents</li> </ul>

# Selection and Hiring Procedures

<p>5. Reference Check</p> <p>Key Points:</p> <ul style="list-style-type: none"> <li>• Always completed by the RS</li> <li>• Professional references only, preferably a previous principal/administrator</li> <li>• At least 2 references checked</li> </ul>	<p>Beyond the obvious legal and safety issues, reference checks allow a window into a candidate's everyday workplace demeanor and performance.</p>	<p>Candidates with a successful employment history and the ability to leave a position on good terms.</p> <p>Candidates whose references raise "red flags" should be exited from the process at this point.</p>
<p>6. Background Check</p> <p>Key Points:</p> <ul style="list-style-type: none"> <li>• Follow legal requirements for the state</li> </ul>	<p>Legal requirement and for safety of children and staff.</p>	<p>Cleared background check should be kept in employee personnel file.</p> <p>Any negative outcomes on the background check should be discussed with Edison HR to determine if the candidate can be hired.</p>
<p>7. Making Offers</p> <p>Key Points:</p> <ul style="list-style-type: none"> <li>• This is where the Interview Team makes recommendations to the principal.</li> <li>• Only the principal makes offers.</li> </ul>	<p>This step provides a clearly articulated handoff of candidates between the interview team and the principal.</p> <p>Principal handles all salary and benefit discussions.</p>	<p>To close the deal and land those great candidates!</p>

### **Personnel File Checklist**

Name: \_\_\_\_\_

School Name: \_\_\_\_\_

Position: \_\_\_\_\_

All Positions:

- ☐ Printout of Edison Schools Online Application
- ☐ Completed Reference Check form
- ☐ Completed Criminal Background Check form
- ☐ I-9
- ☐ Identification (as per I-9 requirements)
- ☐ W-4
- ☐ State Retirement Enrollment Form
- ☐ Direct Deposit Form (elective)
- ☐ EEO
- ☐ Emergency Contact Information
- ☐ Signed Contract/Offer Letters

Instructional Positions:

- ☐ Official transcripts that verify receipt of bachelor's degree and any higher degrees (i.e. Master's, PhD) or credits towards an equivalent undergraduate major (it is important to encourage officials for time of interview)
- ☐ Copy of current certification and endorsements; have the candidate provide original certificates and make copies to keep on file;
- OR -
- ☐ Proof of enrollment in an approved Alternative Certification Program
- ☐ Copies of score reports for relevant state content tests (Praxis or state-specific tests), if applicable



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### **Procedures for Dismissing Personnel**

The school's procedures for dismissing school personnel vary depending on the reason for termination, whether they work under a contract, and on whether they are covered by a collective bargaining agreement ("CBA"). All employees are at-will, and principals, academy directors and teachers work under one-year contracts that are renewable at the end of each school year. Employees who are covered by a CBA may revert to other positions in the district if terminated from a charter school. Employees who do not work under contracts and are not covered by CBAs receive hiring letters explaining their at-will status.

If an employee is covered by a CBA, the CBA may define termination procedures for the employee. If no CBA exists or if the CBA does not define termination procedures, then either Edison or the board of directors of the charter school would conduct an investigation and, together with Edison's Human Resources Department, make a determination whether termination is appropriate. A lengthy investigation could result in an employee being placed on leave pending the findings.

If a principal wishes to terminate an employee for no cause, twenty days' notice is required, or ten days' pay in lieu of notice.

Contracted employees that wish to resign must give thirty days' notice to the school or else they agree to have \$1,000 deducted from their final paycheck. Non-contracted employees who wish to resign are requested to give a minimum of two weeks' notice in writing.



Name of School

2006-07  
Employee  
Handbook



Fall 2006

Dear School Employee:

We are pleased to welcome you to a partner school of Edison Schools Inc., America's leading private manager of public schools. As an Edison employee, you are part of a talented, dynamic team of individuals who have dedicated themselves to improving both the academic performance and the educational experience of students in Edison schools. Your individual contributions to this team will allow us to improve the quality of public education in the months and years to come.

Edison Schools recognizes individual as well as team excellence. We offer the potential for financial growth, a comprehensive program of employee benefits, and a truly stimulating work environment. We hope you will enjoy your association with Edison Schools and that you will find continuing sources of inspiration and motivation in the important work you do each day.

The Employee Handbook will provide you with an overview of the School's employee benefits and corporate policies and procedures. If you have any questions about the Handbook, please contact the Edison Human Resources Division.

Again, welcome to Edison. We look forward to working with you.

Sincerely,

Chris Whittle  
CEO

Terry Stecz  
President and COO

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## **Introduction**

The School's Employee Handbook is designed to provide information for the School's employees regarding our policies, procedures, and practices. It is intended to familiarize you with important information about the School and your own privileges and responsibilities.

The School's ability to reach our ambitious goals, for the School and for the communities we serve, rests with our greatest resource: our dedicated, talented, and highly trained staff. Without your considerable skills, integrity, and creativity, we would not be the Company we are today. And so, the School pledges to be an employer guided by principles of fairness and equity.

We seek to create a workplace that reflects the goals we have for the students in our schools; goals that motivate and inspire each of us to achieve at the highest levels possible.

Some employees at the School are employed under individual contracts and some of the laws affecting employment differ from state to state. Where such an individual employment contractor state law is inconsistent with this Handbook, contract, or law shall govern.

This is meant to serve as a guide only, and is not intended to be a contract for any purpose or duration, express or implied. This Handbook is not intended to guarantee employment, or any particular conditions of employment, for a fixed period of time or to restrict the right of the School, or the right of any employee, to terminate employment, at-will, at any time, for any reason or no reason.

No one other than the Head of Human Resources has the authority to make any contrary agreement, and any such agreement must be in writing and signed by such officer and the employee. The contents of this Handbook supersede any prior policy guidelines or personnel manuals provided to employees.

The School reserves the right to change or discontinue the policies contained in this Handbook from time to time, and to interpret and apply them as it deems appropriate. No oral statements or representations can change the provisions of this Handbook.

Not all policies and procedures are set forth in this Handbook. We have summarized only some of the more important ones.

Please read this Handbook carefully, familiarize yourself with the contents, and follow its provisions where they apply. If you have any questions, ask your Principal or call the Edison Human Resources Division.

## **1. COMMENCEMENT AND SEPARATION OF EMPLOYMENT**

## **1.1 At-Will Employment**

Unless you are covered by an individual employment agreement which indicates otherwise, your employment with the School is at-will. This means that neither you nor the School has entered into a contract regarding the duration of your employment. You are free to terminate your employment with the School at any time, with or without reason. Likewise, the School has the right to terminate your employment, or otherwise discipline, transfer or demote you at any time, with or without reason, at the discretion of the School.

## **1.2 Employee Performance Evaluations**

Employees of the School are continually evaluated consistent with the principles of the Edison School Design. Performance evaluations are conducted with the goals of improving our performance as individuals, the performance of our students and schools, developing professionally, and enhancing the performance of our Company. In most cases, formal written evaluations take place annually.

## **1.3 Employment Records**

In keeping with the growing recognition of individual rights to privacy, we maintain only those records and collect only that personal information strictly necessary for organizational purposes. We make every effort to maintain the confidentiality of all personal information. However, the School will cooperate with, and provide access to personnel files to local, state, and federal agencies in accordance with applicable law. Employees who wish to inspect their personnel file may contact their Principal or the Human Resources Division to review their file.

It is important that your personnel records be kept updated at all times. Please report any changes in the following items to your local AFM Business Unit or the Human Resources Division:

- Legal name
- Home address
- Home telephone number
- Emergency contact name
- Dependents/beneficiaries
- Marital status
- Change of insurance beneficiary(s)
- Exemptions on your W-4 tax form
- Certification status
- Professional licenses

## **1.4 Exit Interviews**

Any employee who separates from the School may be asked to complete an exit interview questionnaire or participate in an exit interview with Human Resources. The interview is used to collect feedback about employment and any other information the employee thinks the School should know. This feedback will help the School maintain successful policies and practices and focus on areas that need improvement. Additionally, exit interviews provide departing employees the opportunity to ask questions about benefit conversions and to return any School property that has been issued to them.

## **1.5 Medical Records**

Confidential health and medical records are not included in your personnel file. The School will safeguard them from disclosure and will divulge that information only: (1) as allowed by law, as referenced in the Health Insurance Portability and Accountability Act of 1996 ("HIPAA") or other federal or state law; (2) to the employee's personal physician upon written request of the employee; or (3) as required for Workers' Compensation cases.

## **1.6 Pre-Employment Background Investigations**

Pre-employment and other background investigations are conducted in accordance with federal and state laws for employees offered employment by the School.

## **1.7 Salary Adjustments**

Salary and wages are reviewed annually and adjustments, if any, are made on a merit basis, where appropriate, based on performance as well as market and business considerations.

Salary adjustments are not automatic. They are ultimately made at the discretion of the School's management, and will be adjusted for any leave taken in excess of 30 days. Employees who receive an unsatisfactory evaluation are not eligible for a merit increase.

## **1.8 Separation Of Employment**

School employees are requested to provide their notice of resignation in writing to their Principal or Department Head at least two weeks prior to the last day of work.

All employees are required to return keys, identification cards, tools, security codes, computer equipment, computer passwords, telephone



voice-mail passwords, other office equipment and/or other property of the School to their supervisor or the Human Resources Division upon their separation from the School.

## 1.9 Staff Transfers

We encourage experienced employees to consider job opportunities within the School and Edison's national system, especially in districts where new schools are forming. The following are Edison's policies and procedures regarding transfers.

- The Edison's Human Resources Division posts job openings on the Common.
- An employee who wishes to request a transfer to another position within the Edison system must submit an internal application in response to the job posting. Employees should notify their Principal that they are applying for the position.
- The hiring department head will attempt to interview every qualified internal applicant in person or via the telephone. Moving expenses incurred in a transfer are the responsibility of the employee, unless the transfer is covered under Edison's Relocation Policy.
- The hiring department head will make the final applicant selection in conjunction with Human Resources. Hiring department heads should contact the employee's current supervisor for a reference check before extending a job offer.
- The employee's current Principal must approve the effective date of the employee's transfer to the new work site and inform Human Resources of this date. In the event the managers cannot agree on the effective date of the transfer, the Senior Vice President, Human Resources, will make the final determination regarding the transfer date.
- When an employee transfers from one Edison work site to another, he/she will keep the same seniority date and any accrued sick time, short-term disability, vacation hours, and personal days, unless the transfer is from Edison to a district partnership school. Please contact the Human Resources Division at (888) 654-3574 for details.

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Please note, benefits may change in accordance with the plan offered to staff at the school or department to which the employee is transferring.

Also, salary levels vary by school site, reflecting the local cost of living indexes and district or school spending levels.

## 1.10 Training and Development

Employees may be required to participate in School-sponsored training programs in order to upgrade their job skills. Employees who fail to attend scheduled training sessions for which they received adequate notice will be subject to disciplinary action up to and including termination.

## 1.11 Verification of Employment Requests

The School does not respond to oral requests for references or verification of past employment. In the event your employment with the School is terminated, either voluntarily or involuntarily, the Edison Human Resources Division will be available to respond to a written request for verification of the following information:

- Job title
- Dates of employment
- Salary
- Social security number
- Home Address

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This information will be provided only if you have completed and signed a release form.

As an employee or supervisor of the School, do not under any circumstance respond to any request for information regarding another employee. Refer all post-employment inquiries to the Human Resources Division at (888) 654-3574.

## **2. EQUAL EMPLOYMENT AND ANTI-HARASSMENT POLICY**

## 2.1. Equal Employment Opportunity

The School's belief in respect for the individual is the foundation for creating equal employment opportunity. All employment actions such as recruitment, hiring, promotions, terminations, layoffs, returns from layoffs, compensation, benefits, transfers, School- or Company-sponsored training, education and social/recreational programs are made without regard or consideration for an individual's race, color, creed, religion, sex, sexual orientation, age, national origin, citizenship status, veteran status, mental or physical disability, or marital status, or an individual's membership in any other class or category protected by applicable federal, state, or local law.

The School will not discriminate against any individual with a disability who is otherwise qualified for employment unless it would cause an undue hardship. The School will extend equal employment opportunity to qualified disabled persons in all areas of the employer-employee relationship. We also will provide reasonable accommodation to the known physical or mental limitations of a qualified employee or applicant. Any qualified employee or applicant with a disability who requires a reasonable accommodation in order to perform the essential functions of the job should contact the Human Resources Division and request such an accommodation. For further information please contact (888) 654-3574.

## 2.2. Anti-Harassment Policy

Harassment on the basis of race, color, creed, religion, sex, sexual orientation, age, national origin, citizenship status, veteran status, marital status, mental or physical disability, or membership in any other class or category protected by applicable federal, state, or local law, is not permitted by the School and may result in discipline up to and including termination.

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Unlawful harassment in employment may take many different forms including, but not limited to:

- Any conduct that creates a hostile environment or that embarrasses or humiliates;
- Verbal conduct such as epithets, derogatory comments, slurs, or unwanted comments and jokes;
- Visual conduct such as derogatory posters, photographs, e-mails, cartoons, drawings, or gestures;

- Physical conduct such as assault, blocking normal movement, restraint, touching, or physical interference with work;
- Threats and demands to submit to certain non-work related actions in order to keep or get a job, to avoid some other loss, or as a condition of job benefits, security, or promotion; and
- Retaliation for having reported harassment or discrimination, or having assisted another employee in reporting harassment or discrimination.

Any employee who feels that she/he has been the subject of harassment, whether by a co-worker, supervisor, guest, officer, or agent of the School, must immediately report this action to his/her supervisor, Principal, or to the Human Resources Division at (888) 654-3574.

### 2.3. Policy Against Sexual Harassment

Sexual harassment, like any other form of harassment, will not be tolerated at the School. Sexual harassment includes sexual overtures, either verbal or physical, which could be construed as affecting employment, continued employment, salary, appraisal, advancement, or other employment decisions.

In addition, remarks or actions directed toward an individual on the basis of gender which have the effect of producing an intimidating or offensive work environment for that individual, or that interfere with his or her ability to perform, also are considered to be sexual harassment. It is the effect of the remarks or actions, rather than the intent of the actor, that is determinative of whether the actions constitute sexual harassment.

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or a condition of employment;
- Submission to, or rejection of, such conduct is used as the basis for employment decisions; or
- Such conduct has the purpose or effect of unreasonably interfering with work performance or creating an intimidating, hostile, or offensive working environment.

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Sexual harassment refers to behavior that is not welcome; that is, or would be, offensive to a person of reasonable sensitivity and sensibilities; that fails to respect the rights of another; and that, therefore, unreasonably

interferes with an employee's work performance and effectiveness, or creates an intimidating, hostile, or offensive working environment. It makes no difference if the harassment is "just joking," "teasing," or "playful." Such conduct may be equally offensive to an individual as any other type of harassment.

Specific forms of behavior that are considered sexual harassment include, but are not limited to, the following:

**1. Verbal**

- Explicit or implicit threats of retribution, or promises of benefits, in return for sexual favors.
- Abusive language related to an employee's sex, including but not limited to, sexual innuendoes, slurs, suggestive, derogatory, or insulting comments or sounds, whistling, jokes of a sexual nature, or concerning gender-specific traits, sexual propositions, and threats.
- Use of demeaning or offensive words when referring to an individual's gender.
- Demands for sexual favors or sexually oriented comments about an employee's body or appearance, sexual habits, sexual preference, or sexual desirability that are unwelcome and that unreasonably interfere with an employee's work performance by creating an intimidating, hostile, or offensive working environment.

**2. Visual**

- Abusive written language, including e-mails, showing or displaying pornographic or sexually explicit objects or pictures, graphic commentaries, or obscene gestures in the workplace, which unreasonably interfere with an employee's work performance or create an intimidating, hostile or offensive working environment.

**3. Physical Contact**

- Any sexual advance involving physical contact that is not welcome, including touching, petting, pinching, coerced sexual intercourse, assault, or persistent brushing up against a person's body.

If you feel you have been the victim of sexual harassment or have witnessed an incident that made you feel uncomfortable, you must immediately call your supervisor, Principal, or Edison's Human Resources Division at (888) 654-3574.

## **2.4. Harassment Complaint Procedure**

You are entitled to pursue your employment free of discrimination and harassment based on race, color, creed, religion, sex, sexual orientation, age, national origin, citizenship status, veteran status, marital status, mental or physical disability, or membership in any other class or category protected by applicable federal, state, or local law. If you believe you are the subject of harassment or discrimination on any basis, or if you have observed or become aware of harassment or discrimination, you are required, and have a responsibility, to report the matter immediately. Any complaints of perceived discrimination and/or harassment should be made to your immediate supervisor or department head. The complaint should be as detailed as possible and should include the names of the individuals involved, the names of any witnesses, direct quotations when language is relevant, and any documentary evidence. If for any reason you are uncomfortable reporting the incident to your supervisor or department head, you should call the Human Resources Division at (888) 654-3574 as soon as possible after the incident occurs.

Once a complaint is made it will be investigated in a timely manner. Investigation of a complaint usually will include conferring with the parties involved and any named or apparent witnesses. The particular facts of the allegation will be examined individually, with a focus upon the nature of the behavior, the pattern of such conduct, if any, and the context in which the incident(s) occurred.

Confidentiality will be maintained to the extent possible, consistent with the School's obligation to conduct a thorough investigation. All School employees who become involved in the investigation are to treat the matter confidentially.

The School requires and expects its employees to report immediately any incidents of perceived discrimination and/or harassment. Any employee who complains about any perceived discrimination and/or harassment or who participates in the investigation may do so without fear of retaliation. Retaliation against any employee who has filed a complaint or participated in the investigation of such a complaint is illegal and grounds for disciplinary action up to and including termination from employment.

Employees who believe they have been unjustly charged with harassment or discrimination will be afforded an opportunity to offer and present information in their defense.

Upon completion of the investigation, both the complainant and the accused will be given written notice of the results of the investigation. If it is determined that prohibited harassment or discrimination has occurred,

appropriate disciplinary action will be taken, up to and including termination.



### **3. CONDUCT AND OTHER WORKPLACE RULES**

### 3.1. Appearance

All employees represent Edison and the School, and therefore are expected to exercise good judgment in dress and appearance. This helps to create a professional atmosphere and projects a positive image of you and Edison. A neat appearance and personal hygiene are required regardless of whether you work in an office, in the field, or at a school.

Employees are expected to follow the dress guidelines below. If your school or school district has a dress code for your workplace, please adhere to such dress code.

#### Acceptable Dress

- Shirts with collars or banded collars
- Button down shirts
- Blouses
- Polo Shirts
- Pullover or cardigan sweaters
- Vests with shirts
- Slacks, trousers, khakis
- Skirts
- Dress shoes, sports shoes (loafers/Dockers)
- Shoes or dress sandals (NO beach shoes or flip-flops)

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Please remember that all clothing must be neat and appropriate for the workplace. Clothing which may be entirely acceptable in casual settings or for social activities may be inappropriate for the office.

#### Unacceptable Dress

- T-shirts or other shirts with a printed logo, message, sports insignia, product/place insignia, etc.
- Halter tops, tube tops, cropped shirts, low-cut tops
- Lycra stretch pants, leggings, spandex pants
- Shorts or skorts of any kind
- Sweatclothes, jogging suits, workout clothes
- Revealing/suggestive attire
- Beachwear
- Hats/caps

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These lists are not all-inclusive. Violations of these guidelines may subject employees to disciplinary action, up to and including termination of employment. If you report to work dressed or groomed inappropriately,

you may be prevented from working until you return to work dressed and groomed in an appropriate manner.

### **3.2. Attendance & Punctuality**

If you expect to be absent or delayed, you must notify the designated school staff member and/or the Principal by telephone and advise him/her of your tardiness or absence. You are expected to call and either speak with that person or leave a voice-mail message no later than one hour prior to your expected reporting time. Failure to inform the Principal and/or his/her designee of your absence or delay will result in the absence being considered unexcused, and may subject you to disciplinary action, up to and including termination.

Communicating your absence or tardiness to a co-worker other than your Principal and/or his/her designee will not be considered adequate notice.

Employees are expected to call their Principal and/or his/her designee each day they are absent unless the employee is on an approved leave of absence. Failure to call in daily may result in disciplinary action, up to and including termination. Employees who are absent for three or more days and have not contacted their Principal and/or his/her designee will be deemed to have abandoned their employment, and our records will reflect that the individuals have voluntarily terminated their employment with the School.

Employees with excessive absenteeism or tardiness cannot perform their jobs effectively and create disruptions to the operation of the School. Therefore, excessive absenteeism or tardiness may be cause for disciplinary action, up to and including termination.

### **3.3. Breastfeeding Policy**

The School will make a serious effort to accommodate mothers who choose to continue to breastfeed after returning to work.

The School will attempt to provide a private room or space that is sanitary and close to an employee's work area, other than a toilet stall, to express milk during work hours. Edison will endeavor to provide a room with an electrical outlet, comfortable chair, and nearby access to running water. Employees may use their private office area for breastfeeding or milk expression.

Employees will provide their own breast pump. Employees may use their own cooler packs to store expressed breast milk, or may store milk in a designated refrigerator/freezer. Employees should provide their own containers, clearly labeled with name and date.

In order to prepare, we ask that a pregnant employee complete an Intent to Breastfeed Form indicating how long they intend on breastfeeding and the manner in which they will take their breaks (time and duration).

The School will attempt to provide a breastfeeding employee with a flexible schedule for breastfeeding or pumping. The time would not exceed normal time allowed for lunch and breaks. For time above and beyond normal lunch and breaks, sick leave time must be used. This schedule should be part of the planning precipitated by the request form.

### **3.4. Drug-Free Workplace**

The School seeks to maintain a safe workplace and learning environment by eliminating the hazards to health and safety created by alcohol and other drug abuse. Therefore, all employees and contractors are prohibited from the use, manufacture, distribution, sale, and/or possession of any illegal drug, controlled substance, or alcoholic beverage during work hours (including lunch and break time), on School or school property or in a School or school vehicle. Employees are prohibited from being under the influence of, selling, offering to sell, trading, purchasing, using, or possessing any illegal drug or alcohol while performing School business or job-related duties, while on School property, or while operating School property (including vehicles). (Note: School-sponsored activities that may include the service of alcoholic beverages are not included in this provision.)

Employees who engage in the above prohibited activities in violation of this policy are subject to disciplinary action up to and including termination of employment.

The School also recognizes that addiction may be an illness. Therefore, the School will make reasonable accommodation to assist those employees who are seeking appropriate assistance to deal with drug- or alcohol-related problems.

### **3.5. Employment of Relatives**

The employment of relatives within the School is permitted only as long as no family member will have direct or indirect supervisory responsibility affecting the appointment, compensation, promotion, evaluation, discipline, or training of another family member.

### **3.6. Inclement Weather and Emergency Conditions**

All School employees are expected to make a reasonable effort to report to work on inclement weather days. In the event of severe weather

conditions or other emergencies the Principal may decide to close the School for the remainder of the day or prior to the beginning of a workday. An outgoing message will be recorded on a designated school telephone number, and an e-mail may be sent to notify all employees when the School is closed. Unless otherwise provided for in an individual employment agreement, no loss of pay will occur as a result of early dismissal or School closure for this reason. Likewise, if you report to the School and find that School is unexpectedly closed due to an emergency, no loss of pay will occur. However, if the School is open and you are unable to report to work, you must charge your accrued time to be paid.

### **3.7. Non-Fraternization**

Edison recognizes that employees may develop personal relationships in the course of their employment. However, in an effort to prevent favoritism, morale problems, disputes or misunderstandings, and potential sexual harassment claims, supervisory employees are not permitted to date or engage in sexual relationships with subordinate employees. Violation of this policy may result in disciplinary action up to and including termination. Furthermore, co-workers are strongly discouraged from dating or pursuing romantic or sexual relationships with each other.

### **3.8. No Smoking Policy**

Employees, guests, and vendors are not permitted to smoke in the School facilities at any time. Smoking is not permitted in guest areas, the School's vehicles, or in restrooms.

### **3.9. No Solicitation / Distribution**

#### **Solicitation & Distribution of Literature**

The School has established rules applicable to all employees to govern solicitation and distribution of written material during working time, and entry onto the premises and work areas. All employees are expected to comply strictly with these rules.

1. No employee shall solicit or promote support for any cause or organization during his or her working time or during the working time of the employee or employees at whom the solicitation is directed; and
2. No employee shall distribute or circulate any written or printed material in work areas at any time during his or her working time, or during the working time of the employee or employees at whom the distribution is directed.

As used in this policy, “working time” includes all time for which an employee is paid and/or is scheduled to be performing services for the School. This excludes meal or other breaks, rest periods, or other times during a shift when an employee is not engaged in performing services for the School.

### **3.10. Open-Door Policy / Problem-Solving Process**

The School promotes a quality work environment for all employees, one that encourages a high level of individual and team contribution in support of business goals. The School believes that open communication is essential to a successful work environment, and all employees should feel free to seek answers to work-related questions and raise issues of concern without fear of reprisal or retaliation.

The underlying philosophy of the School’s Open-Door Policy is to provide an effective and timely process for employees to seek solutions to work-related questions, concerns, or problems.

If for any reason you do not feel comfortable discussing a work-related concern with your immediate supervisor, you should bring the issue to the attention of your Principal or the Human Resources Division at (888) 654-3574. If after taking repeated steps you continue to feel that your issues have not been resolved you are encouraged to bring your work-related concern to the attention of Edison personnel at successively higher levels all the way up to the CEO. You should attempt to resolve your concerns as soon as possible; you should make every attempt to bring your concerns to the attention of your supervisor, Principal or the Human Resources Division within ten working days of the event.

### **3.11. Public Relations/Statements To The Media**

Inquiries from or statements to media and other interested parties MUST be referred to the appropriate department head, your Principal, and the Edison Communications and Advocacy Division at (865) 329-3617. Only the CEO or his/her designee is authorized to make or approve public statements pertaining to the School or to Edison Schools or its operations. No employees, unless specifically designated by the CEO, are authorized to make those statements. Any employee wishing to write and/or publish an article, paper, or other publication on behalf of the School or Edison must first obtain approval from the CEO before publication.

**Comment [zs1]:** This # is for Adam Tucker, is that right? I can’t find him listed anywhere.

### **3.12. Rules Of Conduct**

As a School employee, you are expected to:

- Conduct yourself in accordance with the established policies and practices of the School.
- Follow generally accepted standards of school or business behavior.
- Comply strictly with all applicable laws, rules, and regulations.

The foregoing list is not comprehensive. It is not possible to list all the types of behavior that are desirable or that are considered unacceptable in the workplace.

Noted below is a partial list of the acts of misconduct that would require immediate disciplinary action, up to and including termination. This list is not intended to limit the School's right to discipline or discharge employees for other reasons not listed here.

- Abuse or mistreatment of students.
- Misappropriation of funds or failure to handle funds in accordance with Edison's or the School's guidelines.
- Theft or unauthorized use, possession, or removal of the School's or Edison's records or property, or the property of any employee, client (school or district), or visitor.
- Falsification of or omissions from employment records or other Edison or School records, including timekeeping records (e.g., time sheets).
- Unauthorized distribution, dispensation, possession or use of intoxicating beverages or controlled substances on School or Edison premises, or reporting to work or operating School-owned vehicles or equipment while under the influence of such substances. Failure to submit to reasonable-suspicion testing or conduct that violates the School's Drug-Free Workplace policy.
- Fighting or otherwise engaging in disorderly, threatening, or intimidating conduct in the workplace, including horseplay or other actions that endanger others.
- Using abusive or offensive language, making disparaging remarks, being discourteous or otherwise harassing, threatening, coercing, or interfering with employees, students, or visitors.
- Insubordination. Failure or refusal to follow the instructions of a department head, manager, or your Principal, including refusal to

accept a job assignment or direction, or reasonable overtime, or behaving in a disrespectful manner toward a department head, manager, or your Principal, or in a manner which would undermine his/her authority.

- Creating or contributing to unsafe conditions by an act or by a failure to act.
- Failing to comply with established safety and health rules and safe work procedures.
- Possession of a weapon on Edison or School premises or while on official business.
- Unauthorized absence from your workstation during work hours.
- Loitering, loafing, or sleeping during scheduled work hours.
- Gambling or possession of gambling devices on Edison or School premises.
- Soliciting or accepting gratuities or bribes of any nature.
- Smoking on Edison or School premises in prohibited areas.
- Unauthorized possession, use, or copying of Company or school records; or disclosure of proprietary or confidential information to unauthorized persons.
- Illegal conduct of any kind.
- Dishonesty.
- Excessive tardiness or absenteeism, or failure to call in as required.
- Failure to meet performance standards and poor job performance, including an unsatisfactory attitude that detracts from job performance or the efficient operation of the School's business.
- Refusal to fully cooperate with the Edison or the School in any investigation related to the workplace.
- Negligent or deliberate destruction or misuse of property belonging to the Edison, the School, or any employee, client (school or district), or visitor.
- Improper or illegal discrimination or harassment as set forth in the Anti-Harassment Policy.



- Failure to report a workplace injury as soon as possible.
- Misrepresentation when applying for sick leave, leaves of absence, or other time off.
- Failing to clock in or sign in, punching another employee's time card, or authorizing someone to punch an employee's time card or sign an employee in or out.
- Inducing or assisting another employee in committing any breach of the forgoing rules and regulations.
- Violation of any School rule, policy, or standard.

To the extent permitted by law, certain misconduct committed off-premises or during an employee's personal time, under appropriate circumstances and where impacting on the students, school, or workplace, or on the School's business, also may require immediate disciplinary action, up to and including termination.

### **3.13. Second Jobs**

The high standards of quality service held by the School are only possible when all employees give their very best performance. This level of performance may be difficult to maintain when an employee is working more than one job. Taking a second job, including self-employment, is not permitted if such work may reduce your performance while on the job or create a potential conflict of interest.

### **3.14. Staffing - Immigration Law Compliance**

The School is required to comply fully with federal immigration laws. As a condition of employment, we will verify an employee's identity and legal authorization to work in the United States. The employee is required to present the documents necessary for the verification process no later than three business days after employment commences. Employees who do not produce the required documents will be terminated in accordance with the Federal Immigration Reform and Control Act. If at any time during employment an employee's immigration status changes so that he/she is no longer authorized to work in the United States, that employee must notify Edison's Human Resources Division immediately.

### **3.15. Wage Garnishments**

The School would like to avoid incurring administrative expenses related to garnishments and wage assignments for employees. To that end, the School encourages all employees to meet their financial obligations

without involving the School. Nonetheless, the School will adhere to legally imposed garnishments and wage assignments, and will not modify the terms of those legal arrangements unless ordered to do so by a court. The School will deduct the administrative costs of complying with garnishments and wage assignments to the extent allowed by statute.

### **3.16. Work Hours Policy**

Principals will establish work hours for their employees, and will inform employees of their scheduled hours of work and of any changes that are considered necessary or desirable by the School.

- 1) Non-exempt employees (those employees who are subject to the minimum wage and overtime provisions of the Fair Labor Standards Act) who work over forty hours per week will be paid overtime for those additional hours unless state law dictates otherwise. All non-exempt employees are required to complete an individual time record showing their daily hours worked. Time records cover one workweek and must be completed by the close of each workday. The following points should be considered in filling out time records:
  - a) Employees should record their starting time, time out for lunch, time in after lunch, any breaks taken including start and end times, quitting time, and total hours worked for each workday.
  - b) Employees' time records should be checked and signed by their supervisor. Time not worked for which an employee is entitled to be paid (i.e., paid absences, paid holidays, or paid vacation time) should be entered on the time record.
  - c) Overtime should be authorized by the Principal before additional hours are worked.
  - d) Filling out another employee's time record or falsifying any time record is prohibited and will be grounds for disciplinary action, up to and including termination.
- 4) Personnel employed in executive, administrative, professional, outside sales, or certain computer-related capacities generally are exempt from the provisions of the Fair Labor Standards Act. These employees are not required to fill out hourly time records but must account for daily attendance. Allocation of time must be recorded on the appropriate form as "Regular," "Vacation," "Sick," "Personal," "Bereavement," or "Jury Duty."

- 5) Supervisors will assign overtime (if any) to non-exempt employees as needed. Employees are not permitted to work overtime without the prior approval of their Principal or department head. If the School finds that an employee has worked overtime hours that were not approved in advance, appropriate disciplinary action will be taken.

### **3.17. Visitors**

All visitors should be authorized and should sign in, and must be accompanied by a School employee while visiting, as per the School's policy.

#### **4. POLICY ON USE OF COMPANY PROPERTY**

## **4.1. Bulletin Boards**

Bulletin boards are reserved for the exclusive use of the School for posting work-related notices or notices that must be posted pursuant to local, state, and federal law. From time to time, special notices and information for employees will be posted by the School on the bulletin boards. Please check the boards regularly for these notices. Employees may post notices on School bulletin boards provided they obtain advanced approval from the Principal.

## **4.2. Computer Use Policy**

### **Purpose**

The School relies on its computer network to conduct its business. To ensure that its Computer Resources are used properly by its employees, independent contractors, agents, and other users, the School has created this Computer Use Policy (the "Policy").

The rules and obligations described in this Policy apply to all Users of the School's Computer Resources, wherever they may be located. Violations will be taken very seriously and may result in disciplinary action including termination of employment as well as civil and criminal liability.

It is every employee's duty to use the School's computer resources responsibly, professionally, ethically, and lawfully.

### **Definitions**

From time to time in this Policy, we refer to terms that require definitions:

The term "Computer Resources" refers to the School's computer network. Specifically, Computer Resources, whether owned or leased, include, but are not limited to: host computers, file servers, application servers, communication servers, mail servers, fax servers, web servers, workstations, stand-alone computers, laptops, software, data files, and all internal and external computer and communications networks (for example, Internet commercial online services, value-added networks, e-mail systems) that may be accessed directly or indirectly from our computer network.

The term "Users" refers to all employees, independent contractors, consultants, temporary workers, students, family members, and other persons or entities who use the School's Computer Resources.

## **Policy**

The Computer Resources are the property of the School. Users are permitted access to the computer system to assist them in the performance of their jobs. At all times, Users have the responsibility to use Computer Resources in a professional, ethical, and lawful manner. Use of the computer system is a privilege that may be revoked at any time.

In using or accessing the School's Computer Resources, Users must comply with the following provisions.

### **1. No Expectation of Privacy**

**No Expectation of Privacy:** The computers and computer accounts given to Users are to assist them in the performance of their jobs. Users do not have an expectation of privacy in anything they create, store, send, or receive on the computer system. The computer system belongs to the School and should be used primarily for business purposes.

**Waiver of Privacy Rights:** Users expressly waive any right of privacy in anything they create, store, send, or receive on the computer or through the Internet or any other computer network. Users consent to allowing personnel of the School to access and review all materials that the Users create, store, send, or receive on the computer or through the Internet or any other computer network. Users understand that the School may use human or automated means to monitor use of its Computer Resources.

### **2. Prohibited Activities**

**Prohibited Uses:** The School's Computer Resources may not be used for dissemination or storage of commercial or personal advertisements, solicitations, promotions, destructive programs (that is, viruses or self-replicating code), political material, or any other unauthorized use.

**Inappropriate or Unlawful Material:** Material that is fraudulent, harassing, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, or otherwise unlawful or inappropriate may not be sent by e-mail or other forms of electronic communication (such as bulletin board systems, newsgroups, chat groups), or displayed on or stored in the School's computers. Users encountering or receiving this kind of material should immediately report the incident to their supervisor, the Principal or to the Human Resources Division.

**Spoofing and Spamming:** Users may not, under any circumstances, use "spoofing" or other means to disguise their identities in sending e-mail or other electronic communication via bulletin boards, newsgroups, or chat groups. Without express permission of their supervisors, users may not

send unsolicited (“spamming”) e-mails to persons with whom they do not have a prior relationship or bona fide business purpose.

**Misuse of Software:** Without prior written authorization from the Head of Technology, Users may not do any of the following: (1) copy software for use on their home computers; (2) provide copies of software to any independent contractors or clients of Edison Schools or to any third person; (3) modify, revise, transform, recast, or adapt any software; or (4) reverse-engineer, disassemble, or decompile any software. Users who become aware of any misuse of software or violation of copyright law should immediately report the incident to their supervisors, the Principal or to the Head of Technology.

**Communication of Trade Secrets:** Sending, transmitting or otherwise disseminating proprietary data, trade secrets, or other confidential information of the School is strictly prohibited. Unauthorized dissemination of this information may result in substantial civil liability as well as severe criminal penalties under the Economic Espionage Act of 1996.

### **3. Passwords**

**Responsibility for Passwords:** Users are responsible for safeguarding their passwords for access to the computer system. Individual passwords should not be printed, stored online, or given to others. Users are responsible for all transactions made using their passwords. No User may access the computer system with another User's password or account.

**Passwords Do Not Imply Privacy:** Use of passwords to gain access to the computer system or to encode particular files or messages does not imply that Users have an expectation of privacy in the material they create or receive on the computer system. The School has global passwords that permit it access to all material stored on its computer system regardless of whether that material has been encoded with a particular User's password.

### **4. Security**

**Accessing Other Users' Files:** Users may not alter or copy a file belonging to another User without first obtaining permission from the owner of the file. Ability to read, alter, or copy a file belonging to another user does not imply permission to read, alter, or copy that file. Users may not use the computer system to “snoop” or pry into the affairs of other users by unnecessarily reviewing the files and e-mail.

**Accessing Other Computers and Networks:** A User's ability to connect to other computer systems through the network or by a modem does not imply a right to connect to those systems or to make use of those systems unless specifically authorized by the administrators of those systems.

**Computer Security:** Users may not attempt to circumvent the School's data protection measures or uncover security loopholes or bugs. Users may not gain or attempt to gain unauthorized access to restricted areas or files on the computer system. Users should not tamper with any software protections or restrictions placed on computer applications, files, or directories. Users who engage in this type of activity may be subject to immediate termination.

## **5. Viruses**

**Virus Detection:** Viruses can cause substantial damage to computer systems. Each User is responsible for taking reasonable precautions to ensure he or she does not introduce viruses to the School's network. To that end, all material received on floppy disk or other magnetic or optical medium and all materials downloaded from the Internet or from computers or networks that do not belong to the School **MUST** be scanned for viruses and other destructive programs before being placed onto the computer system. Users should understand that their home computers and laptops may contain viruses. All disks transferred from home computers and laptops to the School's network **MUST** be scanned for viruses.

**Accessing the Internet:** To ensure security and avoid the spread of viruses, Users accessing the Internet through a computer attached to the School's network must do so through an approved Internet firewall. Accessing the Internet directly, by modem, is strictly prohibited unless the computer you are using is not connected to the School's network.

## **6. Encryption Software**

**Use of Encryption Software:** Users may not install or use encryption software on any of the School's computers without first obtaining written permission from the Head of Technology. Users may not use passwords or encryption keys that are unknown to the Head of Technology.

**Export Restrictions:** The federal government has imposed restrictions on export of programs or files containing encryption technology (such as e-mail programs that permit encryption of messages and electronic commerce software that encodes transactions). Software containing encryption technology is not to be placed on the Internet or transmitted in any way outside the United States without prior written authorization from the Head of Technology

## **7. E-mail**

**E-mail Disposal:** Unless directed to the contrary by your Principal, employees should discard inactive e-mail after sixty days. Information subject to federal and/or state laws and regulations governing mandatory



retention of records and electronic communication may require you to maintain files or documents for a specified period of time. It is the employee's responsibility to know which records are subject to these conditions and to comply with these laws and regulations.

**Drafting E-mails:** Because they may appear informal, e-mail messages are sometimes treated like a conversation, and are not as carefully thought out as a letter or memorandum. Like any other document, an e-mail message can later be used to indicate what an employee knew or felt. You should keep this in mind when creating e-mail messages and other documents. Even after you delete an e-mail message or close a computer session, it may still be recoverable and may remain on the system.

## **8. Miscellaneous**

**Disclaimer for Liability for Use of the Internet:** The School is not responsible for material viewed or downloaded by users from the Internet. The Internet is a worldwide network of computers that contains millions of pages of information, some of which include offensive, sexually explicit, and inappropriate material. Users accessing the Internet do so at their own risk.

**Privileged Attorney-Client Communications:** Confidential e-mail sent from or to in-house counsel or an attorney representing the Company should include this warning header on each page: "ATTORNEY-CLIENT PRIVILEGED: DO NOT FORWARD WITHOUT PERMISSION."

**Compliance with Applicable Laws and Licenses:** In their use of Computer Resources, Users must comply with all software licenses/copyrights and all other state, federal, and international laws governing intellectual property and online activities. You should not copy and distribute copyrighted material (e.g., software, database files, documentation, articles, graphics files, and downloaded information) through the e-mail system or by any other means unless you have confirmed in advance from appropriate sources that the School has the right to copy or distribute the material. Failure to observe a copyright may result in disciplinary action by Edison as well as legal action by the copyright owner. Any questions concerning these rights should be directed to your supervisor or the Human Resources Division.

**No Additional Rights:** This Policy is not intended to and does not grant to Users any contractual rights.

### **4.3. Use of Equipment**

All School property -- including desks, storage areas, work areas, lockers, file cabinets, credenzas, computer systems, office telephones, cellular telephones, modems, facsimile machines, duplicating machines, and vehicles -- must be used properly and maintained in good working order. Employees who lose, steal, or misuse the School's property may be personally liable for replacing or fixing the item and may be subject to discipline, up to and including termination from employment.

Employees must strictly limit the use of the School's equipment for non-work purposes, and such use may not interfere with your duties and responsibilities or the School's policies.

The School reserves the right, at all times and without prior notice, to inspect and search any and all of its property for the purpose of determining whether this policy or any other policy of the School's has been violated, or when an inspection and investigation is necessary for purposes of promoting safety in the workplace or compliance with state and federal laws. These inspections may be conducted during or after business hours and in the presence or absence of the employee.

In addition, in order to ensure the safety and security of staff and students, the School reserves the right to question, inspect or search any staff member or other individual entering or leaving the School premises, or while on School premises. Please refer to the School's safety policies for more detail.

Employees have no right of privacy as to any information or files maintained in or on the School's property or transmitted through the School. For purposes of inspecting, investigating, or searching employees' files or documents, the School may override any applicable passwords, codes, or locks in accordance with the best interests of the School, its employees, its guests, or visitors. All bills and other documentation related to the use of the School equipment or properties are the property of the School and may be reviewed and used for purposes that the School considers appropriate.

Employees may access only files or documents that they have permission to enter. Unauthorized review, duplication, dissemination, removal, damage, or alteration of files or other property of the School, or improper use of information obtained by unauthorized means, may be grounds for disciplinary action, up to and including termination.

#### **4.4. Pager, Telephone, and Cell Phone Usage**

The use of any and all electronic devices, including pagers, telephones, and cell phones, may not interfere with the normal course of school business. Employees are strongly discouraged from using personal cell phones during working hours, and all personal calls and contacts should be limited to breaks or lunchtime. Camera cell phones may not be used on or around the school premises. Anyone improperly using pagers or cell phones during school hours may be subject to disciplinary action.

Cellular telephones provided to employees by the School are for business purposes only. They are not to be used for non-work related communications unless circumstances arise as described below.

Using a cellular phone while operating a vehicle is strongly discouraged. Employees should plan calls either prior to traveling or while on rest breaks. The School is committed to promoting highway safety by discouraging the unsafe use of cellular phones by its employees. While the School recognizes that some managers may perceive a business need to use cellular phones while driving, safety must be the first priority.

If an employee needs to make a phone call while driving, the individual should find a proper parking space first. Stopping on the side of the road is not acceptable. The only exception is for genuine emergencies such as an accident or a car breakdown. Employees with hands-free phones may make brief phone calls while driving but should park when road conditions are poor, traffic is heavy, or the conversation is involved. If an employee gets into an accident while on a business call, it will not be the liability of the School.

Employees in possession of School cellular phones are required to take appropriate precautions to prevent theft and vandalism of all School equipment.

If unforeseen circumstances develop where employees must use their School-issued cellular telephone to make a personal call, i.e., to let family know that the employee will be home late, it is up to the Principal to determine whether the employee should reimburse the School for the phone call.

While you are at school, you are expected to perform your job duties and responsibilities. Personal calls, both incoming and outgoing, must be kept to a minimum and must not interfere with your duties and responsibilities or the School's policies. Employees should limit their use of School telephones for personal long-distance calls. In the event it is necessary to make a personal long-distance call, the School reserves the right to seek reimbursement from the employee for the cost. Abuse of the long-

distance telephone call policy may result in discipline, up to and including termination.

#### **4.5 Use of Stationery & Mail Services**

All engraved or printed School stationery, envelopes, and other work materials are for the Schools' business only. These materials may not be used for personal correspondence or non-business matters. When signing business letters on the School's letterhead, the employee's name and title or position must be used.

Employees are requested not to send or receive personal mail using the School's mail services. Employees will be asked to reimburse the cost of postage for non-business related materials sent through the School's mail services.

#### **4.6 Voicemail**

The School's voicemail system and the messages stored on this system are and remain at all times the property of the School. As a result, voicemail messages are readily available to numerous persons. If, during the course of your employment, you transmit or record a message on the School's voicemail system, your messages may be subject to the investigation, search, and review of others in accordance with this policy. While the School respects the individual privacy of its employees, that privacy does not extend to an employee's work-related conduct or to the use of its technical resources, such as the voicemail system.

In your outgoing voice message you should state your name, title, and the name of the school, and indicate that you will return the call, but you may not include any personal message.

## **5. SAFETY ISSUES**

## **5.1. Health & Safety**

The health and safety of employees and others on School property are of critical concern to the School. We strive to attain the highest possible level of safety in all activities and operations. The School intends to comply with all health and safety laws applicable to our business, and to adhere to the School's safety plan and related policies.

To this end, the School must rely upon employees to ensure that work areas are kept safe and free of hazardous conditions. Employees should be conscientious about workplace safety, including proper operating methods and known dangerous conditions or hazards. You should report any unsafe conditions or potential hazards to your Principal immediately, even if you believe you have corrected the problem. If you suspect a concealed danger is present on the School's premises, or in a product, facility, piece of equipment, process, or business practice for which the School is responsible, you should immediately bring it to the attention of your Principal and the Risk Management Department at (212) 419-1740. Principals should arrange for the correction of any unsafe condition or concealed danger immediately.

Periodically, the School may issue rules and guidelines governing workplace safety and health. All employees should familiarize themselves with these rules and guidelines, as strict compliance will be expected. Contact your Principal or the Human Resources Division for copies of current rules and guidelines. Failure to comply strictly with rules and guidelines regarding health and safety or negligent work performance that endangers health and safety will not be tolerated.

Any workplace injury, accident, or illness *must* be reported to your supervisor or Principal as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

## **5.2. Investigations of Current Employees**

The School may occasionally find it necessary to investigate current employees, where behavior or other relevant circumstances raise questions concerning work performance, reliability, honesty, trustworthiness, or potential threat to the safety of co-workers or others. Employee investigations may, where appropriate, include credit reports and investigations of criminal records, including appropriate inquiries regarding any arrest for which the employee is out on bail. In the event that a consumer report is obtained, the School will comply with the federal Fair Credit Reporting Act and applicable state laws, including providing the

employee with any required notices and forms. Employees subject to an investigation are required to cooperate with the School's lawful efforts to obtain relevant information, and may be disciplined up to and including termination for failure to cooperate.

### **5.3. Policy Against Workplace Violence**

#### **1. Statement of Policy**

The School recognizes that violence in the workplace is a growing nationwide problem necessitating a firm, considered response by employers. The costs of workplace violence are great, both in human and financial terms. We believe that the safety and security of School employees are paramount. Therefore, the School has adopted this policy regarding workplace violence.

Acts or threats of physical violence, including intimidation, harassment, and/or coercion that involve or affect the School, or that occur on the School's property, or in the conduct of the School's business off School property, will not be tolerated. This prohibition against threats and acts of violence applies to all persons involved in the Schools' operations, including, but not limited to, School personnel, contract workers, temporary employees and anyone else on the School's property or conducting School business off School property. Violations of this policy by any individual will lead to disciplinary and/or legal action as appropriate.

This policy is intended to bring the School into compliance with existing legal provisions requiring employers to provide a safe workplace; it is not intended to create any obligations beyond those required by existing law.

#### **2. Definitions**

Workplace violence is any intentional conduct that is sufficiently severe, offensive, or intimidating to cause an individual to reasonably fear for his or her personal safety or the safety of his or her family, friends, and/or property such that employment conditions are altered or a hostile, abusive, or intimidating work environment is created for one or more School employees. Workplace violence may involve any threats or acts of violence occurring on School premises, regardless of the relationship between the School and the parties involved in the incident. It also includes threats or acts of violence that affect the business interests of the School or that may lead to an incident of violence on the School's premises. Threats or acts of violence occurring off School premises that involve employees, agents, or individuals acting as representatives of the School, whether as victims of or active participants in the conduct, may also constitute workplace violence. Specific examples of conduct that

may constitute threats or acts of violence under this policy include, but are not limited to, the following:

- a. Threats or acts of physical or aggressive contact directed toward another individual;
- b. Threats or acts of physical harm directed toward an individual or his/her family, friends, associates, or property;
- c. The intentional destruction or threat of destruction of School property or another employee's property;
- d. Harassing or threatening phone calls;
- e. Surveillance;
- f. Stalking;
- g. Veiled threats of physical harm or similar intimidation; and
- h. Any conduct resulting in the conviction under any criminal code relating to violence or threats of violence that adversely affect the School's legitimate business interests.

Workplace violence does not refer to occasional comments of a socially acceptable nature. These comments may include references to legitimate sporting activities, popular entertainment, or current events. Rather, it refers to behavior that is personally offensive, threatening, or intimidating.

### **3. Enforcement**

Any person who engages in a threat or violent action on School property may be removed from the premises as quickly as safety permits and may be required, at the Schools' discretion, to remain off School premises pending the outcome of an investigation of the incident.

When threats are made or acts of violence are committed by School employee(s), a judgment will be made by the School as to what actions are appropriate, including possible medical evaluation and/or possible disciplinary action.

Once a threat has been substantiated, it is the School's policy to put the threatmaker on notice that he/she will be held accountable for his/her actions and then implement a decisive and appropriate response.

Under this policy, decisions may be needed to prevent a threat from being carried out, a violent act from occurring, or a life-threatening situation from developing. No existing policy or procedure of the School should be



interpreted in a manner that prevents the making of these necessary decisions.

**Important Note:** The School will make the sole determination of whether, and to what extent, threats or acts of violence will be acted upon by the School. In making this determination, the School may undertake a case-by-case analysis in order to ascertain whether there is a reasonable basis to believe that workplace violence has occurred. No provision of this policy shall alter the at-will nature of employment at the School.

## **5.4 Reporting Of Suspected Child Abuse**

Employees are required by most state laws to know the procedures for reporting suspected child abuse and/or neglect. State laws require that all professional employees report suspected child abuse to the proper authorities. Failure to do so may result in termination and/or prosecution. The reporting procedures for each state are outlined on the Common.

In the event of suspected child abuse and/or neglect, you must:

1. Immediately notify the principal and, in some cases, appropriate state authorities.
2. Document signs of suspected abuse and/or neglect.

Your failure to do so will be considered a serious disciplinary matter.

Employees should also be aware that if, in the judgment of the principal, they have engaged in abusive or inappropriate conduct directed at a student, the principal may report the incident to the authorities and implement disciplinary action up to and including termination.

## **5.5. Security**

You should be alert at all times and should report the presence of any suspicious persons to your supervisor, the Principal, and/or a security guard immediately. You should also maintain in your possession at all times your keys, security passes, and identification badge(s). Do not lend these items to anyone who is not authorized to possess them. Similarly, computer passwords, electronic door codes, and any other security access information must not be disclosed to anyone who is not authorized to have that information.

## **5.6 Weapons**

The School believes it is important to establish a clear policy that addresses weapons in the workplace. Specifically, the School prohibits all persons who enter School property from carrying a handgun, fire arm,

knife, chemical, explosive or detonating device, or other weapon of any kind regardless of whether the person is licensed to carry the weapon.

The only exception to this policy will be police officers, security guards, or other persons who have been given written consent by the School to carry a weapon on the property. Any employee disregarding this policy will be subject to immediate termination.

## **6. EMPLOYEE BENEFITS**

## 6.1. Employee Benefits Summary

All full-time regular employees will receive the insurance and other benefits offered by the School. Eligibility, coverage, deductibles, and carriers of such benefits are subject to modification or termination at any time at the sole discretion of the School or the respective insurance carriers.

For illustrative purposes only, below is a brief summary of the benefits presently offered. This summary is not intended to be definitive or to be relied upon. More detailed descriptions of the benefit packages can be found in the respective summary plan descriptions or posted on our benefits website ([www.edisonbenefits.selfservicenow.com](http://www.edisonbenefits.selfservicenow.com)). These benefits may be modified or discontinued at the sole discretion of the School at any time. Benefits are available to full-time regular employees who work a minimum of forty hours per week.

- Health insurance coverage begins the first of the month following thirty days of employment as a full-time regular employee.
- The School provides medical, pharmaceutical, vision, and dental coverage, with the cost shared between the employer and eligible employees. Eligible employees contribute a percentage of the total premium paid by the School. The cost to the employee is based on their level of coverage.
- The cost of the School's vision coverage is paid for by employees. Employees contribute 100% of the total premium.
- The School provides a Flexible Spending Account plan (healthcare and dependent care) for all eligible employees. These accounts allow employees to use pre-tax dollars to pay for un-reimbursed medical expenses and for dependent care expenses.
- Life Insurance provides a benefit of two times the eligible employee's annualized base salary, up to a maximum benefit of \$500,000. There is no cost to the employee for this benefit. Employees are eligible the first of the month following thirty days of employment. If you retire, reduce your hours, or leave the School, you can convert this coverage to an individual policy according to the terms outlined in the contract.
- Accidental Death & Dismemberment (AD&D) provides a benefit of up to two times an eligible employee's annual base salary up to a maximum of \$500,000. Employees are eligible the first of the month

following thirty days of employment. There is no cost to the employee for this benefit.

- Salary Continuation/Short-Term Disability (STD) is a salary continuation plan designed to assist those who need an extended leave of absence due to illness or injury that is non-work related. There is no cost to the employee for this benefit. STD cannot be used for minimal absences, and requires five continuous days of absence. STD benefits accrue at the rate of 5.54 hours per pay period beginning with the first complete pay period of continuous employment as a full-time regular employee up to a maximum of 560 hours or 70 days.
- Long-Term Disability (LTD) insurance pays 60% of the eligible employee's monthly base salary up to a maximum of \$10,000 per month. Employees are eligible the first of the month following thirty days of employment. There is no cost to the employee for this benefit. A full-time regular employee is eligible to collect LTD after ninety continuous days of disability.
- The School maintains a voluntary and confidential Employee Assistance Program ("EAP") to assist you and your eligible family members in resolving a variety of issues. The issues may include drug and alcohol dependence, family or marital discord, emotional problems, legal or financial difficulties, parenting or pet issues. Met Life EAP is a comprehensive resource designed to provide fast and convenient answers and advice on a wide variety of topics ranging from severe to everyday problems. Available to you and your family members, Met Life EAP provides 24-hour access to professional advice. Personal counseling sessions are provided as needed. There is no cost to the employee for this benefit. For more information regarding Edison's EAP, please contact Met Life EAP at (800) 404-3679 (Outside the U.S., (312) 935-3783); they are available 24-hours a day, seven days a week.

For more information concerning any benefit offered by the School, please contact the Edison Schools Benefits Call Center at (866) 740-2227.

## **6.2. Compensation**

### **Payroll Checks**

Employees will be paid an average of twenty-six times per year or once every two weeks.

No one other than the employee to whom a check is written is allowed to pick up a paycheck unless prior written authorization has been given for another individual to do so.

Edison encourages employees to elect to have their paycheck deposited directly to a banking institution(s). No direct-deposit transaction can be made without a completed authorization form.

### **Error in Pay**

Every effort is made to avoid errors in your paycheck. If you believe an error has been made for any reason, including but not limited to over- or under-payment, contact the Edison Payroll Department immediately through the Edison Service desk at (888) 654-3574 and your AFM Unit. The Payroll Department will take the necessary steps to research the problem and to assure that any necessary correction is made promptly. Paycheck errors of less than \$75.00 (overpayment or underpayment) will be corrected on the next regularly scheduled payroll period. Paycheck errors over \$75.00 will be handled on an individual basis depending on the circumstances.

If an employee was overpaid, the employee must report it immediately to the Edison Payroll Department and your AFM Unit. The employees will be expected to pay back the overpayment to the School. If overpayments are made, you will be required to authorize the appropriate deductions from the following paycheck or paychecks depending on the circumstances.

### **6.3. Holidays**

The School will observe various holidays each calendar year. A listing of the holidays will be distributed to employees at the start of each new school year.

### **6.4. Vacation Days**

Only 12-month, full-time regular employees earn vacation days at the accrual rates noted, below each pay period following thirty days of continuous employment. The vacation time is earned on the last calendar day of each month. Employees may borrow against unearned vacation up to a maximum of forty (40) hours. The vacation accrual rates for eligible, full-time, regular employees are listed below.

### **Vacation Accrual Rates**

<b>Years of Employment</b>	<b>Hours per Pay period</b>	<b>Days per Year</b>	<b>Maximum Bank</b>
<b>Zero through the end of four years</b>	<b>3.693</b>	<b>12 days</b>	<b>18 days (144 Hours)</b>
<b>Five years through the end of nine years</b>	<b>4.615</b>	<b>15 days</b>	<b>22.5 days (180 Hours)</b>
<b>Ten or more years</b>	<b>6.154</b>	<b>20 days</b>	<b>30 days (240 Hours)</b>

Over the course of any year when an employee works 12 months they would accrue 12 days of vacation. In an employee's first year of employment, time would only be accrued during those periods worked.

Edison's vacation policy will be applied and interpreted in accordance with state laws.

Employees who work 10 months per year do not accrue vacation days.

### **Vacation Accrual**

We encourage employees to take vacation time within the calendar year it is earned. If employees do not use their vacation time in the year it is earned, they may accrue the days in a "bank," up to a year and a half's worth of vacation days. Once a year and a half of vacation days has accrued, the employee may not accrue additional days.

### **Vacation Scheduling**

Vacation time must be requested. The scheduling of vacation time should be approved at least two weeks in advance by the employee's supervisor or department head to allow for planning and coverage. We encourage employees to schedule and take vacation time according to their school's timetable.

### **Illness Or Injury Before Vacation**

If an employee is absent from work on the day before a vacation is scheduled to begin because of a validated personal illness or injury (doctor's note required), the employee may attempt to postpone the vacation period to a later date. In such cases, the Principal will make every effort to accommodate the employee.

## **Vacation Credit Upon Termination**

Upon separation from the School an employee with unused earned vacation time will receive payment for the unused accrued time at his/her current base rate of pay up to one year's worth of accrual. Employees who used more vacation time than they earned at the time of termination will have to repay the School for the overpayment in accordance with all federal and state laws. The over usage will be deducted from the employee's last paycheck.

## **Payment In Lieu Of Vacation**

An employee may not waive his/her vacation time and receive pay in lieu of vacation usage except upon retirement, resignation, or termination of employment.

## **Breaks In Service / Rehires**

Rehired employees will be treated as new hires for the purpose of vacation accrual if their period of absence is greater than their period of employment with the School as a full-time regular employee.

Employees do not accrue vacation time while out on a Leave of Absence or a leave pursuant to the Federal Family and Medical Leave Act of 1993.

## **6.5. Personal Leaves**

### **6.5.1. Bereavement Leave**

School employees shall receive the following paid time off in the event of a death in the family:

- Death in the immediate family not to exceed five consecutive work days per incident including the day of the death and the day of the funeral. Immediate family is defined as a relative through blood, marriage, or legal adoption. This includes spouse, domestic partner, parent, child or grandchild, brother, sister, grandparent, and mother and father in-law.
- Death of a relative not in the immediate family (aunts, uncles, nieces, nephews, cousins, sister and brother in-law) not to exceed three work days.
- Personal days are available for use for bereavement situations to supplement these identified paid bereavement leaves.



An employee may be required to provide acceptable documentation of the relationship to the decease and date of death.

### **6.5.2. Personal Days**

Personal days are accrued for all full-time regular employees to provide time off for medical/dental appointments, to celebrate religious holidays, or for other personal matters that cannot be attended to outside normal work hours. Each full-time regular employee accrues two paid personal days per calendar year. Edison new hires are not entitled to use personal days until they have completed three months of continuous employment as a full-time regular employee. To the extent possible, the use of personal days should be approved at least two weeks in advance by the employee's supervisor or department head.

Personal days can be carried over from one year to the next. Employees will not be paid for unused personal days upon separation. The maximum number of sick and personal days that may be carried over is a combined 70 days.

Employees who work 10 months per year under an employment contract are granted two personal days per year at the start of each school year.

## **6.6. Medical Leaves**

### **6.6.1. Family and Medical Leave of Absence**

#### Coverage

The Federal Family and Medical Leave Act of 1993 ("FMLA") entitles employees with twelve months or more of service and 1,250 hours of work to receive up to twelve weeks of unpaid leave for the birth and care of a newborn child, adoption, or foster care of a child, serious health condition of a spouse, parent, or child, or for an employee's own serious health condition which makes the employee unable to perform his/her job functions. Additionally, FMLA contains special provisions that apply to educators. (Note: The right to Leave for a child's birth or the adoption ends twelve months after the birth or adoption.)

In addition, some of the states in which Edison operates have their own state family and medical leave laws, which may provide leave benefits different than those outlined below. If you have any questions about family and medical leave coverage under federal or state law, or about your eligibility for coverage, please ask Human Resources at (888) 654-3574.

#### Scope

This policy is applicable to all requests for family and medical leaves of absences under the Federal Family and Medical Leave Act of 1993, except where such leaves are governed by the policies of Edison, or in a collective bargaining agreement.

### Eligibility

To be eligible for FMLA leave and benefits, an employee must have worked for Edison or the School for at least 12 months and 1,250 hours during the previous 12 months and work at a location where at least 50 individuals within a 75-mile radius are employed by the Company. In certain cases, prior school or division service may be counted toward meeting this requirement.

### Leave Entitlement

Eligible employees may take up to twelve weeks of unpaid leave over a 12-month period for one or more of the following reasons: (i) the birth and care of a newborn child; (ii) the placement of a child for adoption or foster care; (iii) the care of an immediate family member (spouse, child, or parent) with a serious health condition; or (iv) a serious health condition that makes the employee unable to work. The 12-month period is a rolling 12-month period measured backwards from the date the employee uses any FMLA leave.

For purposes of this policy, “serious health condition” is an illness, injury, impairment, or physical or mental condition that involves:

- any period of incapacity or treatment in connection with or consequent to inpatient care (e.g., an overnight stay) in a hospital, hospice, or residential medical care facility;
- any period of incapacity requiring absence from work, school, or other regular daily activities of more than three calendar days that also involves continuing treatment by a health-care provider;
- continuing treatment by a health-care provider for a chronic serious health condition that requires periodic visits for treatment by a health-care provider, continues over an extended period of time, and may cause incapacity;
- any period of incapacity due to pregnancy or prenatal care; or
- any period of permanent long-term incapacity due to a condition for which treatment may not be effective, and requiring the continuing supervision of a health-care provider.

In the event both spouses are employed by the School, their rights under this policy will be limited to a combined leave totaling twelve weeks in any twelve-month period if the leave is taken for the birth and care of a newborn child, adoption of a child, or placement of a child in foster care.

#### Advance Notice

An employee requesting a leave pursuant to the FMLA must submit a written leave request to Human Resources at least thirty days before the date the leave is expected to begin. The School and Edison recognize that unexpected emergencies can arise where it is not possible to provide thirty days' notice of the intended leave. In such situations, employees are expected to provide as much advance notice as possible.

#### Medical Certification

In cases where an employee is requesting a medical leave because of the employee's own serious health condition or that of a spouse, child, or parent, the School will require the employee to submit written medical certification, verifying the need for the leave. The School, at its own expense, may require the employee to receive a second opinion from a health-care provider designated and approved by the School. If this opinion conflicts with the first opinion, the School, again at its own expense, may request a third opinion from a health-care provider mutually agreed upon by both the School and the employee. The third opinion will be binding on both parties.

#### Substitution Of Paid Leave

An employee will be required to use accrued paid time-off benefits such as short term disability, sick, vacation, personal days, etc., instead of unpaid leave, and have such paid leave counted toward the twelve-week leave FMLA leave entitlement.

#### Intermittent & Reduced Schedule Leave

FMLA leave time may be taken intermittently (or on a reduced schedule basis) whenever the leave is medically necessary to care for a seriously ill family member, or because the employee is seriously ill and unable to work or for an employee with a serious illness who is undergoing planned medical treatments. Intermittent leave can be granted for the birth or placement of a child if the employee and employer agree upon it.

If the need for intermittent leave is based on planned medical treatment, the employee is responsible for scheduling the treatment in a manner that does not unduly disrupt the School or school operations.

When an employee requests an intermittent leave or reduced-schedule leave, the School reserves the right to transfer the employee, where possible, temporarily to an alternative position that better accommodates recurring periods of absence. The position to which the employee is transferred will be equivalent in pay and benefits to the one that the employee held prior to the transfer.

#### Return-To-Work Certification

All employees taking medical leave to care for their own serious health condition will be required to submit a fitness-for-duty certification signed by their health-care provider before returning to work, stating that the employee is able to resume his or her position.

#### Status Of Benefits While On Leave

While an employee is on medical or family leave pursuant to the FMLA, he/she will continue to be covered under the health insurance plan in effect at the time the leave began. The employee must continue to pay whatever employee portion of the premium costs is normally required. If paid leave is used for any portion of the family or medical leave, employee premiums will be deducted from the leave payments in accordance with the practice applicable to an employee not on leave.

At the time an employee begins unpaid family or medical leave, he/she shall receive written instructions detailing the time and manner in which the employee premiums are to be paid. Failure to pay these premiums by the end of the grace period stated in the written instructions can result in the loss of insurance coverage.

An employee who fails to return to work for at least thirty calendar days following the expiration of the unpaid family or medical leave shall be required to reimburse the School for the portion of the health-care premiums paid by the School during the unpaid leave unless the employee can establish that the failure to return was due to the continuation, recurrence, or onset of a serious health condition that meets the criteria for leave under this policy or was due to other circumstances beyond the employee's control.

## Restoration Of Position And Benefits

During the leave, all existing accrued benefits will be retained. An employee on family or medical leave is not entitled to the accrual of any seniority or employment benefits (i.e., sick time, vacation, holidays, personal days, etc.) during any period of leave except as expressly stated herein, or as otherwise provided by law.

At the conclusion of an employee's medical or family leave, the employee will be returned to the position that the employee held prior to taking the leave unless the following conditions apply:

- The total FMLA related absences from work exceed 12 weeks.
- The employee would not otherwise have been employed at the time reinstatement is requested.
- The employee cannot perform the essential functions of the job at the conclusion of FMLA leave with or without reasonable accommodation.
- The employee advises the School of his or her intent not to return to work.
- The employee fraudulently obtained leave.
- The employee is a key employee as defined under the FMLA, whose reinstatement would cause substantial and grievous economic injury to the operations of the School.

If the employee's position is not available, the employee will be placed in a position that is equivalent in pay, conditions, and other terms of employment to the employee's prior position.

Failure to either return to work or to notify the School of the employee's inability to return to work at the end of the family or medical leave under FMLA will be considered a voluntary resignation.

Restoration to work can be delayed if the employee fails to provide a fitness for duty certificate to return to work if the FMLA leave was occasioned by the employee's own serious health condition.

## Key Employees

A key employee is a salaried, eligible employee who is among the highest paid ten percent of all employees of the School. Under FMLA, an employer may refuse to reinstate key employees on a FMLA leave, if it

determines that the denial of reinstatement is necessary to prevent substantial and grievous economic injury to the operations of the employer.

#### Miscellaneous

The FMLA does not affect any state or local law that provides greater family or medical leave rights. Please contact Edison's Human Resources Division with any questions concerning individual state laws.

Unless state law requires otherwise, FMLA leave is integrated with, not in addition to, time off due to a worker's compensation injury or disability.

### **6.6.2. Sick Leave**

Full time employees accrue eight days of sick time at the start of each school year. Any unused sick time will be carried over for future use. Sick days can be carried over from one year to the next. Employees will not be paid for unused sick time upon separation from employment.

An employee who is absent due to illness may be required to provide acceptable proof that the absence was illness related. Absences that are not due to an illness, and are not covered by FMLA leave, may under certain circumstances be charged to sick leave at the discretion of Human Resources.

Individuals who have used all authorized sick leave and personal days and then become or remain ill are classified as absent without pay. These employees may be entitled to short-term disability benefits with proper documentation from a physician.

Employees on a leave of absence do not accrue sick time.

An employee may not waive his/her sick time and receive pay in lieu of sick-time usage. The maximum number of sick and personal days that may be carried over is a combined 70 days.

Rehired employees will be treated as new hires for the purposes of sick-time accrual unless their period of employment with Edison exceeds their period of absence.

### **6.7. Other Kinds of Leave**

#### **6.7.1. Maternity Leave**

Pregnancy shall be treated as any other temporary disability. Employees temporarily disabled due to pregnancy, childbirth, or a pregnancy-related

condition, may use their vacation, sick, STD and any other paid leave time available to them, for absences caused by such disability. In addition, such employees may use unpaid leave for disability due to pregnancy to a maximum total of twelve weeks time off as provided by the Family and Medical Leave Act of 1993. In no event shall the total of pregnancy disability child-care leave exceed twelve weeks in a twelve-month period, unless state law provides otherwise. Additionally, accrued short-term disability will only be paid for the period that the employee is actually disabled due to pregnancy, childbirth, or a pregnancy-related condition. Other paid time off can be used to supplement short term disability during pregnancy-related FMLA leave.

Please contact Human Resources for more details.

#### **6.7.2. Paternity Leave**

Under FMLA, an eligible employee may take up to twelve weeks of unpaid leave for the birth or adoption of a child. The employee may use any accrued vacation, sick or personal days in lieu of unpaid leave.

In no event shall the paternity leave exceed twelve weeks in a twelve-month period. The right to paternity leave for a child's birth or adoption ends twelve months after the birth or adoption. If both spouses are employed by the School, their rights under this policy will be limited to a combined leave totaling twelve weeks in any twelve month period.

Please contact Human Resources for more details.

#### **6.7.3. Military Leave Of Absence**

Pursuant to the Uniformed Services Employment and Reemployment Rights Act of 1994 ("USERRA"), if you leave the School to serve in the United States military, you may elect to continue your existing health benefits provided by the School for up to 24 months while in the military, but you will be required to pay the cost of the premium. If you do not elect to continue under the School's health benefits, you may be reinstated in the health plan with a minimal waiting period, except for service-connected illnesses or injuries. Please note that if you serve in the military, you are required to give the School advanced notice of your service as soon as practicable, and you must apply for reemployment in a timely manner in order to be eligible for reinstatement.

You will be required to provide a copy of the documentation obtained from the U.S. Armed Forces.

Please contact Human Resources as soon as you receive notice that you are being activated.

## **6.8. Court Witness Pay**

Unless otherwise provided by law, employees shall receive up to two paid days leave per year for absences due to time spent testifying as a witness in response to a court order or subpoena. The employee must submit a copy of the court order or subpoena as proof of specific days and time spent testifying to your supervisor, Principal and/or the Human Resources Division. This is for cases in which you are a witness, not a participant.

## **6.9. Jury Duty Pay**

Regular full-time employees who are called for and report to jury duty will be paid their regular rate of pay for a maximum of three weeks per calendar year unless otherwise provided by state or local law. Any non-travel allowance that an employee may receive is to be reimbursed to the School during the time the employee is receiving compensation from the School.

An employee must provide his/her supervisor, Principal, and/or Human Resources with written notification of the jury duty obligation at least two weeks prior to the start of the service. At the end of jury duty, employees must provide certification of having served jury duty and the amount of money that was received, if any.

***Employees must report to work when excused or dismissed from jury duty. Employees must also provide the juror's fee slip or other appropriate evidence of service, upon their return to work.***

## **6.10. Salary Continuation/Short-Term Disability Policy**

Salary Continuation/Short-Term Disability (STD) coverage is designed to assist those employees who need an extended leave of absence due to an illness or injury that is non-work related. STD cannot be used for minimal absences (e.g., colds, toothaches, etc.). STD benefits are paid after an employee has been out for five consecutive business days. No STD benefits will be paid without an appropriate note or certificate from the employee's healthcare provider.

STD benefits accrue at the rate of 5.54 hours per pay period beginning with the first complete pay period of continuous employment as a full-time regular employee. Employees will accrue 144.04 hours of STD benefits per year to a maximum of 560 hours (70 days) during their employment with the School.

The School will use the actual pay period ending date to calculate the per pay period accrual. If the employee's leave begins in the middle of a pay period, the number of accrued hours is prorated for that period.



The number of STD hours an employee accrues is dependent upon the individual's length of employment with the School.

Any STD time not used will not be paid upon separation from employment. An employee does not accrue further salary continuation while on leave.

### **6.11. Workers' Compensation**

All employees are covered by Workers' Compensation Insurance, which provides coverage for lost time and medical care for an employee who becomes disabled from a job-related injury or illness. An employee who becomes injured while at work must report the injury immediately to his/her supervisor or Principal. Claims must be submitted to the Risk Management Department at (212) 419-1740, which will file a claim with the workers' compensation insurance carrier as soon as possible and no later than thirty days following the date of the accident.

Please contact Risk Management for more details.

## Acknowledgement

I have received a copy of the School's Employee Handbook (Handbook).

I acknowledge my obligation to read and understand its contents.

I understand that it is my responsibility to acquaint myself with the contents of this Handbook and that neither this Handbook nor any other communication except for a written contract from the School shall constitute a contract of employment for any specified duration. I hereby agree to abide by the rules, regulations, and policies of the School.

This Handbook supersedes any previous employee manual that may have been issued by the School.

- I agree to comply with the School's policies contained within this Handbook.
- I understand and acknowledge that I have read and agree to comply with the Anti-Harassment Policy.
- I understand and acknowledge that if I have any questions concerning this Handbook, or do not understand its contents, I should contact the Edison Human Resources Division.

---

Employee Name (Print)

---

Employee Signature

---

Date

---

Work Site

### Employee Note:

You are required to sign this form and return it to your AFM Unit for your school or to Edison's Human Resources Division.

If you are reviewing this employee manual via the internet, please print this page, sign and date it, and return it to your AFM Unit or the Edison's Human Resources Division.

Thank you.

**b. The school's policy for hiring and evaluation of teachers, key school administrators and other employees;**

Question 36(a) provides the School's policy for hiring teachers, key school administrators and other employees. The following describes the School's evaluation process.

# Summary Evaluation: Self-Assessment

Name \_\_\_\_\_ Date \_\_\_\_\_

## PART ONE: Curriculum, Assessment, and Instruction

Subject Specific and program standards and guidelines *(Rate only those that apply)*

	Beginning	Developing	Proficient	Exemplary	Personal Growth Goal Established
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Roots	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jr Reading /HS Literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wilson Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
World Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History-Social Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Character and Ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Fitness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## PART TWO: Building the Learning Environment

1. Instruction standards and guidelines

Beginning	Developing	Proficient	Exemplary	Personal Growth Goal Established
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Character Education standards and guidelines

Beginning	Developing	Proficient	Exemplary	Personal Growth Goal Established
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Classroom Management standards and guidelines

Beginning	Developing	Proficient	Exemplary	Personal Growth Goal Established
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## **PART THREE: Partnership with Families**

Outreach to Families standards and guidelines

Beginning	Developing	Proficient	Exemplary	Personal Growth Goal Established
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## **PART FOUR: Technology**

1. Technology As a Second Language (TSL) standards and guidelines

Beginning	Developing	Proficient	Exemplary	Personal Growth Goal Established
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Curriculum Integration standards and guidelines

Beginning	Developing	Proficient	Exemplary	Personal Growth Goal Established
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Personal Reflections:

# Edison Schools Teacher Performance Appraisal Summative Evaluation

Name \_\_\_\_\_ Date \_\_\_\_\_

Job Title \_\_\_\_\_

No. of years teaching \_\_\_\_\_ No. of years in Edison school \_\_\_\_\_

Reviewer's Name \_\_\_\_\_

School Name \_\_\_\_\_

Address \_\_\_\_\_

## **Attendance:**

## **Professional Growth:**

## **Summary Evaluation:**

## Summary Description of Professional Portfolio:

### Summary Performance Rating

The summary evaluation rating checked below reflects the principal's or designee's assessment of the teacher's demonstration of progress toward aforementioned school performance standards and takes into account the teacher's self-appraisal and professional accomplishments as documented by the teacher in his/her Professional Portfolio. The summary evaluation rating serves as the basis for performance adjustments in pay and as the official record documenting the teacher's overall performance.

*Note: Summary performance rating for lead teachers and senior teachers takes into account specific job responsibilities for these positions.*

Check the one that applies:

- ☐ Does Not Meet Performance Expectations
- ☐ Meets Performance Expectations
- ☐ Exceeds Performance Expectations
- ☐ Clearly Exceeds Performance Expectations

### Suggestions for Professional Growth:

I hereby acknowledge that I have read and understood this evaluation.

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Reviewer's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Title/Position: \_\_\_\_\_

## Teacher Performance Appraisal: Summary Evaluation Lead Teacher Supplement

Job Title/Responsibilities	Please check one of the three statements that best describes this teacher's fulfillment of their professional responsibilities		
LEAD TEACHER	Does not perform this professional responsibility.	Is working towards performing this responsibility.	Performs this professional responsibility.
Meets Edison school performance standards.			
Manages the house teaching team; develops team strategies for building a learning environment consistent with Edison standards and guidelines.			
Models implementation of curriculum for the house team.			
Ensures the implementation of school performance standards for the house team.			
Facilitates the team's annual assessment of the Edison design, including plans for continued improvement.			
Establishes a culture of professionalism among team members.			
Observes instruction and facilitates opportunities for team members to observe each other.			



## Teacher Performance Appraisal: Summary Evaluation Lead Teacher Supplement

Job Title/Responsibilities	Please check one of the three statements that best describes this teacher's fulfillment of their professional responsibilities.		
LEAD TEACHER	Does not perform this professional responsibility.	Is working towards performing this responsibility.	Performs this professional responsibility.
Leads, coordinates, and supports the implementation of peer coaching.			
Leads and supports the development of professional growth plans and a team professional development plan.			
Implements school and district policies and procedures.			
Monitors academic progress of house students.			
Ensures ongoing communication with parents, staff, and community.			
Integrates technology into the instructional program and is proficient in its use.			
Serves on more than one building-level committee, having leadership role in at least one committee.			

## Teacher Performance Appraisal: Summary Evaluation Lead Teacher Supplement

Job Title/Responsibilities	Please check one of the three statements that best describes this teacher's fulfillment of their professional responsibilities.		
LEAD TEACHER	Does not perform this professional responsibility.	Is working towards performing this responsibility.	Perform this professional responsibility.
Serves on school Leadership Team.			
Supervises and mentors resident/new teachers.			
Collaborates and assists the senior teacher with monitoring; acts as a resource to other mentors.			
Serves as a professional development resource for team members Coaches team members as needed.			
Demonstrates effective instructional and classroom management techniques.			
Assists principal/academy director in the performance appraisal process.			

## Teacher Performance Appraisal: Summary Evaluation Senior Teacher Supplement

Job Title/Responsibilities	Please check one of the three statements that best describes this teacher's fulfillment of their professional responsibilities.		
SENIOR TEACHER	Does not perform this professional responsibility.	Is working towards performing this professional responsibility.	Performs this professional responsibility.
Serves as curriculum coordinator for the school or academy (see appropriate curriculum coordinator job description) and take on other coordinating roles as needed.			
Meets Edison school performance standards.			
Implements school and district policies and procedures.			
Maintains ongoing communication with parents, staff, community.			
Collaborates with house teams on curriculum and student needs.			
Integrates technology in instructional program and is proficient in its use.			
Takes a leadership role on at least one building-level committee.			
Ensures a professional development program in their respective subject area.			
Assists lead teacher with organizational management of team.			

- c. A complete job description and responsibilities for all staff members;**

## **JOB DESCRIPTIONS AND RESPONSIBILITIES FOR ALL STAFF MEMBERS**

Principal .....	2
Academy Director.....	4
Lead Teacher .....	6
Senior Teacher .....	8
Teacher .....	10
Resident Teacher .....	11
Wilson Reading Teacher.....	12
Visual Arts Teacher .....	13
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English as a Second Language Teacher .....	19
Substitute Teacher .....	22
Elementary Reading Coordinator .....	23
Special Edison (Special Education) Support Teacher .....	26
Special Edison (Special Education) Support Coordinator .....	28
Student Support Manager .....	31
Library Media Specialist .....	33
Library Support Clerk .....	35
Technology Services Manager.....	36
Tutor .....	37
School Secretary.....	39
School Operations Manager.....	41
Custodian.....	45
Security Officer .....	46
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## Principal

An Edison principal is responsible for providing the instructional, operational, and administrative leadership necessary to ensure the success of the partnership school. He or she organizes, administers, supervises, and evaluates all aspects of the Edison school design within the partnership school and the greater school community. The partnership school principal will be held accountable for the continuous improvement of the school and its staff and for increased student achievement.

The partnership school principal is responsible for planning improvements that directly address Edison's Five Points of Accountability: student performance, the Edison school design, financial management, customer satisfaction, and Edison system growth. Achieving outcomes in these five areas of accountability requires strong leadership. Edison views leadership in terms of three distinct roles: instructional leader, site-based manager, and builder of school culture. Accordingly, our performance standards for principals, represented in this job description, are listed in three categories below:

### ***The principal as instructional leader will:***

- set standards for student achievement;
- provide leadership, direction, and support to the implementation of the school's instructional and program plans;
- provide instructional leadership in advancing proven teaching and learning practices;
- provide leadership in the formulation and annual adjustment of the school's instructional and program plans;
- observe—and ensure that teachers observe—instruction regularly;
- monitor—and ensure that teachers monitor—student growth and achievement;
- support the development of a network of student support systems;
- supervise and evaluate staff to ensure quality instruction and student achievement;
- support and monitor the professional development plans of lead teachers, house teams, and curriculum coordinators to continuously improve instruction;
- ensure that continuous improvement is guided by student academic standards; school performance standards; and concrete data from Edison, state, and local assessments; and
- ensure that continuous improvement processes address the achievement of all students.

### ***The principal as site-based manager will:***

- develop and manage the school budget;
- supervise all operations involving the management of the school, including school funds, district funds, payroll, purchases, inventories, and office operations;
- maintain complete and accurate records of the entire school program;
- manage student recruitment and enrollment process;
- recruit, select, and hire school staff, including teachers and school-based support staff;

- continually monitor progress on all measures of school and staff performance;
- work with lead teachers and professional development specialists to address team needs;
- ensure a safe and orderly environment;
- ensure compliance with federal, state, and local regulations and policies (unless otherwise waived);
- establish and maintain close working relationship with the local Board of Education/trustees; and
- complete and publicly present the annual partnership school progress report to The Edison Project and school community.

***The principal as builder of school culture will:***

- communicate the vision that supports the partnership school's goals and articulate the school's values and model those values;
- develop a plan for achieving the school's vision; achieve a common understanding with the school community;
- seek feedback on the progress of the school;
- serve as a spokesperson for the partnership school in the community and elsewhere;
- create an effective team of people jointly responsible for the attainment of school goals and committed to achieving excellence;
- engage parents and community in planning and implementing programs, including community use of the school site;
- manage and facilitate group planning and problem-solving sessions;
- build on the strengths of staff; recognize improvement;
- support and monitor the development of all staff and implementation of program improvements; and
- provide leadership to the Board of Friends and the school leadership team.

***Requirements***

- master's degree
- eight (8) years of appropriate teaching and administrative experience
- certified (or certifiable) as a school principal in the home state of the partnership school

## **Academy Director**

Under the supervision of the building principal, the academy director assists in providing the instructional, operational, and administrative leadership necessary to ensure the success of Edison's partnership school. The academy director participates in decision making as part of the leadership team and assumes the responsibilities of principal when the principal is not on site.

Along with the partnership school principal, the academy director is responsible for planning improvements that directly address Edison's Five Points of Accountability: student achievement, the Edison school design, financial management, customer satisfaction and Edison system growth. Achieving outcomes in these five areas requires strong leadership. Accordingly, the academy director assists the principal in three distinct leadership roles: as instructional leader, as site-based manager, and as a builder of school culture, with emphasis on instructional leadership.

### ***The academy director as instructional leader will:***

- assist the principal in setting standards for student achievement;
- provide leadership, direction, and support to the implementation of the school's instructional and program plans;
- provide instructional leadership in advancing proven teaching and learning practices;
- provide leadership in the formulation and annual adjustment of the school's instructional and program plans;
- observe instruction of all teachers and tutors regularly;
- monitor — and ensure that teachers monitor — student growth and achievement;
- support the development of a network of student support systems;
- supervise and evaluate staff to ensure quality instruction and student achievement;
- support and monitor the professional development plans of lead teachers, house teams, and curriculum coordinators to continuously improve instruction;
- ensure that continuous improvement is guided by student academic standards; school performance standards, and concrete data from Edison, state, and local assessments;
- ensure that continuous improvement processes address the achievement of all students; and
- teach reading as needed.

### ***The academy director as site-based manager will:***

- make budgetary recommendations and collaborate with Principal and BSM to prepare the preliminary budget for the school;
- prepare required reports and maintain complete and accurate records for the school;
- oversee compliance in testing admissions, special education, record keeping, etc.;
- assist the principal in the screening and selection of staff members for the school;
- work with lead teachers and professional development specialists to address team needs;
- develop and maintain procedures that provide for the safety and security of staff and students;



- deal with discipline issues, including entering student discipline information into MacSchool; and
- assist the principal by performing other duties and responsibilities as needed in order to meet Edison school performance standards.
- The academy director as builder of school culture will:
- communicate the vision that supports the partnership school's goals and articulate the school's values and model those values;
- serve as a spokesperson for Edison in the community and elsewhere;
- assist the principal in leading an effective team of people jointly responsible for the attainment of school goals, and committed to achieving excellence;
- facilitate collaborative planning and problem-solving processes;
- build on the strengths of staff; recognize improvement; and
- support and monitor the development of all staff and implementation of program improvements.

### ***Requirements***

- master's degree
- five (5) years of appropriate teaching administrative experience
- certified (or certifiable) as a school principal in the home state of the partnership school

Edison Schools Inc.

## Lead Teacher

The lead teacher in particular will take initial responsibility for the organizational management of a teaching team. Lead teachers will play a significant supporting role in the professional development of their teammates. In addition, they will take responsibility for directing the development of new curriculum and facilitating communication between parents and other team members.

As a member of a teaching team, the lead teacher will be responsible for communicating knowledge to students in an interesting, stimulating, and effective manner. He or she will use a variety of instructional methodologies and curriculum resources to present material to students. The lead teacher will work as a team member, sharing common planning, professional development, curriculum design, and teaching responsibilities. Lead teachers will administer different forms of student assessments, communicate with parents and other team members about student progress, and plan for further instruction. They will work to integrate technology into their teaching and professional activities.

### ***The lead teacher will:***

- meet Edison school performance standards;
- implement school and district policies and procedures;
- manage the house teaching team;
- develop team strategies for building a learning environment consistent with Edison standards and guidelines;
- model implementation of curriculum for the house team;
- ensure the implementation of school performance standards for house teams;
- facilitate the team's annual assessment of the Edison design, including plans for continued improvement;
- establish a culture of professionalism among team members;
- observe instruction and facilitate opportunities for team members to observe each other;
- lead, coordinate, and support the implementation of peer coaching ;
- lead and support the development of professional growth plans and a team professional development plan;
- monitor academic progress of house students;
- ensure ongoing communication with parents, staff, and community;
- integrate technology into the instructional program and be proficient in its use;
- serve on more than one building-level committee, having a leadership role in at least one committee;
- serve on school Leadership Team;
- supervise and mentor resident teachers;
- collaborate and assist the senior teacher with team mentoring; act as a resource to other mentors;
- work closely with the resident teacher;
- serve as a professional-development resource for team members;
- coach team members as needed;

- demonstrate effective instructional and classroom management techniques; and
- assist principal/academy director in the performance appraisal process.

***Requirements:***

- BA, BS degree, preferably in a subject area (i.e., mathematics, chemistry, literature, history, etc.)
- master's degree (or, within 5 years)
- appropriate teacher certification
- evidence of educational experiences after college desirable (fellowships, summer study, or graduate course work to pursue greater depth in a subject area, specific instructional methodology, curriculum development, special education, technology, etc.)
- 3–5 years of successful teaching experience with performance ratings that indicate a high level of proficiency, with one year at Edison (start-up year excluded)
- previous experience as senior teacher desirable
- positive references from all places of employment
- willingness to specialize in a subject area
- a coherent, high-quality essay

***Additional Edison-Specific Qualifications:***

- successful demonstration of teaching techniques and classroom management skills (i.e., effective instructional strategies, articulate communication of information, positive interactions with students, and overall organization of learning environment), as seen during a classroom observation by a partnership principal
- positive ratings during the partnership school selection process by three interviewers: the principal and, if available, other teachers in the school. Interviewers will look for subject area knowledge, ability to work on a team, familiarity with different instructional approaches and philosophies of learning, interest or expertise in technology, enthusiasm for the Edison design
- evidence of frequent participation in or demonstration of:
  - leadership ability (evidenced in previous leadership roles in school or community activities)
  - peer mentoring
  - creation of professional development opportunities for others (i.e., leading workshops)
  - development of both integrated curriculum units and curricula in different subject areas
  - development of appropriate and/or embedded assessments
  - activity in the school community
  - involvement of parents and community in the classroom
  - participation as a member of a team (demonstrated by involvement in team projects, grant writing, committees, etc.)

## **Senior Teacher**

As one of the more experienced teachers on the team, the senior teacher will work closely with the lead teacher in coordinating the day-to-day management of the teachers and students in the house. Senior teachers will use their expertise to play a supportive role in the mentoring and professional development of their teammates. In addition, they will take responsibility for directing the development of new curriculum in their area of expertise and will work with the lead teacher to facilitate communication between parents and other team members.

Senior teachers serve as curriculum coordinators in specific areas. As a curriculum coordinator, the senior teacher will participate in additional training and assume responsibilities for curricular support for the building staff. This person will become a leader and resource in the identified area.

As a member of a teaching team, the senior teacher will be responsible for communicating knowledge to students in an interesting, stimulating, and effective manner. He or she will use a variety of instructional methodologies and curriculum resources to present material to students.

The senior teacher will share common planning, professional development, curriculum design, and teaching responsibilities with other members of the teaching team. Senior teachers will administer different forms of student assessments, communicate with parents and other team members about student progress, and plan for further instruction. Senior teachers will work to integrate technology into their teaching and professional activities.

### ***The senior teacher will:***

- serve as curriculum coordinator for the school or academy (see appropriate curriculum coordinator job description) and take on other coordinating roles as needed;
- meet Edison school performance standards;
- implement school and district policies and procedures;
- maintain ongoing communication with parents, staff, community;
- collaborate with house team on curriculum and student needs;
- integrate technology in instructional program and be proficient in its use;
- take a leadership role on at least one building-level committee;
- assist with coordination of the professional development program; and
- assist lead teacher with organizational management of team

### ***Requirements***

- BA, BS degree, preferably in a subject area (i.e., mathematics, chemistry, literature, history, etc.)
- appropriate teacher certification
- at least two years of successful teaching experience with performance ratings that indicate a high level of proficiency, with one year at an Edison school

- evidence of educational experiences after college (fellowships, summer study, or graduate course work to pursue greater depth in a subject area, specific instructional methodology, curriculum development, special education, technology, etc.)
- willingness to specialize in a subject area
- positive recommendations from several individuals who know the candidate well
- a coherent, high-quality essay

### ***Additional Edison-Specific Qualifications***

- positive ratings by three partnership school interviewers during the selection process: the principal, the lead teacher on the team, and other teachers in the school. Interviewers will look for subject area knowledge, ability to work as a team, familiarity with different instructional approaches and philosophies of learning, interest or expertise in technology, enthusiasm for the Edison design
- successful demonstration of teaching techniques and classroom management skills (i.e., creative instructional strategies, articulate communication of information, positive interactions with students, and overall organization of learning environment), as seen during a classroom observation by a partnership principal
- evidence of participation in or demonstration of:
  - leadership ability (as evidenced by previous leadership roles in school or community activities)
  - peer mentoring and/or peer supervision
  - creation of professional development opportunities for others (i.e., leading workshops)
  - development of both integrated curriculum units and curricula in different subject areas
  - development of appropriate and/or embedded assessments
  - activity in the school community
  - involvement of parents in the classroom
  - participation as a member of a team (demonstrated by involvement in team projects, grant writing, committees, etc.)

## **Teacher**

The teacher will be responsible for communicating knowledge to students in an interesting, stimulating, and effective manner. He or she will use a variety of instructional methodologies and curriculum resources to present material to students. The teacher will work as a team member, sharing common planning, professional development, curriculum design, and teaching responsibilities. Teachers will administer different forms of student assessments, communicate with parents and other team members about student progress, and plan for further instruction. They will be reflective about their own practice and act as a coach for their team members when necessary. Teachers will work to integrate technology into their teaching and professional activities.

### ***The teacher will:***

- implement school and district policies and procedures;
- implement Edison school performance standards;
- collaborate with house team on curriculum and student needs;
- create and work toward ongoing communication with parents;
- work on curriculum development, in addition to implementation;
- integrate technology into instructional program and demonstrate professional use;
- serve on at least one building-level committee;
- act as a coach to other teachers on the team in areas of personal expertise; and
- mentor a tutor or resident, as needed

### ***Requirements***

- BA, BS degree, preferably in a subject area (i.e., mathematics, chemistry, literature, history, etc.)
- appropriate teacher certification
- at least two years of classroom experience with a satisfactory rating
- willingness to specialize in a subject area
- positive recommendations from several individuals who know the candidate well
- a coherent, high-quality essay written in response to a question

### ***Additional Edison-Specific Qualifications***

- positive ratings by three partnership school interviewers during the selection process: the principal, the lead teacher on the team, and other teachers in the school. Interviewers will look for subject area knowledge, ability to work as a team, familiarity with different instructional approaches and philosophies of learning, interest or expertise in technology, enthusiasm for the Edison design, etc.
- successful demonstration of teaching techniques and classroom management skills (i.e., creative instructional strategies, articulate communication of information, positive interactions with students, and overall organization of learning environment), as seen during a classroom observation by a partnership principal

## **Resident Teacher**

While learning from other team members, the resident teacher will participate in the work of the team, sharing common planning, professional development, curriculum design, and teaching responsibilities. Resident teachers will administer different forms of student assessments, communicate with parents and other team members about student progress, and plan for further instruction. Resident teachers will learn to become reflective about their practice. As they develop areas of expertise, they will share their knowledge with their team members. Resident teachers will work to integrate technology into their teaching and professional activities.

In the classroom, the resident teacher will be responsible for communicating knowledge to students in an interesting, stimulating, and effective manner. He or she will use a variety of instructional methodologies and curriculum resources to present material to students. The resident teacher will work closely with the lead teacher and other members of the team to develop his or her teaching skills.

### ***The resident teacher will:***

- implement school and district policies and procedures;
- implement Edison school performance standards;
- work closely with the lead teacher and other teammates to develop teaching skills;
- collaborate with house team on curriculum and student needs, assessment;
- create and work toward ongoing communication with parents; and
- focus on understanding the curriculum and implementation

### ***Requirements***

- BA, BS degree, preferably in a subject area (i.e., mathematics, chemistry, literature, history, etc.)
- appropriate teacher certification
- willingness to specialize in a subject area
- positive recommendations from several individuals who know the candidate well
- a coherent, high-quality essay written in response to our application

### ***Additional Edison-Specific Qualifications***

- positive ratings by three partnership school interviewers during the selection process: the principal, the lead teacher on the team, and other teachers in the school. Interviewers will look for subject area knowledge, ability to work as a team, familiarity with different instructional approaches and philosophies of learning, interest or expertise in technology, enthusiasm for the Edison design

## **Wilson Reading Teacher**

The Wilson Reading System has been designed to help meet the needs of students requiring direct, multi-sensory, structured language teaching in order to master reading and spelling. Wilson Reading teachers teach the structure of words through a carefully sequenced, phonologically based program that allows students to learn cumulatively and systematically. At each step, students learn skills to mastery for both reading and spelling before progressing to the next step.

The Wilson Reading teacher may be a special education or classroom teacher depending on the needs of students. The Wilson Reading teacher should demonstrate the qualities expected of the general teacher in the areas of curriculum, instruction, assessment, classroom management, professional responsibilities, professional relationships, family involvement, and school community. In addition, Wilson Reading teachers should:

### ***Curriculum:***

- provide strategic direct instruction using the Wilson Reading System as it is designed
- demonstrate knowledge of Orton-Gillingham philosophy and current phonological coding research
- demonstrate understanding of each component of Wilson Reading System, including all 12 steps, use of dictation, student vocabulary notebooks, and word cards
- demonstrate knowledge and skill in working with students with low reading levels
- demonstrate an understanding of listening comprehension and a willingness to read aloud to students

### ***Instruction:***

- teach Wilson Reading according to the lesson plan structure and schedule as it is designed
- use Wilson Reading Lesson Plan Procedures for developing skill in the following areas: decoding, encoding, accuracy, and fluency
- make use of organizational systems for testing and keeping track of student progress
- demonstrate insight into the instructional strategies that support foundation-level reading skills
- use Gates MacGinitie and Woodcock Reading Mastery (Word Attack subtest) for grouping students into appropriate skill levels

### ***Assessment:***

- monitor student progress using Wilson assessments at least biweekly
- maintain records of student progress from all assessments

### ***Communication:***

- participate in regular reading and writing meetings for staff members
- collaborate with house team on reading curriculum and student needs
- communicate on a regular basis with Wilson Reading trainer regarding questions about program



## **Visual Arts Teacher**

Edison visual arts teachers should demonstrate the qualities expected of the general academy teachers in the areas of curriculum, instruction, assessment, classroom management, professional responsibilities, professional relationships, family involvement, and school community. Here we provide a description of qualities that successful Edison visual arts teachers embody.

### ***Curriculum:***

- understand and can implement a discipline-based art education approach including studio production, art history, criticism, and aesthetic valuing
- possess a basic understanding of drawing, painting, sculpting, and printmaking techniques and media
- understand processes and history of traditional craft techniques of a wide range of cultures
- develop cross-curricular units and intensives with house teachers and integrate the arts into the general curriculum
- use technology and multimedia tools to enhance and enrich the curriculum

### ***Instruction:***

- emphasize a process-based approach to visual arts instruction
- differentiate instruction to accommodate the needs of the student populations represented in each classroom, including ESL, special education, and gifted
- establish, nurture and, manage student-directed classrooms in which students are working both independently and in groups, conversing, and using materials
- develop and use rubrics for instruction as well as assessment
- use technology tools for instruction, planning, and communication
- eagerly learn new uses and applications of technology tools

### ***Assessment:***

- invest considerable time and thought in writing individual, detailed Quarterly Learning Contracts about each student, documenting successes, progress, and goals
- establish, involve, and assist students in the development, maintenance, and evaluation of portfolios
- develop and use rubrics for evaluating student products

### ***Classroom Management:***

- create and manage a responsive learning environment that enables students to feel safe, to be creative, and to develop to their full potential

### ***Professional Responsibilities:***

- write, implement, and evaluate their own professional development plans
- solicit constructive feedback from lead teachers, curriculum coordinators, and others who are observing instruction
- support the professional development plans of colleagues

***Professional Relationships:***

- work with colleagues to plan, problem-solve, and support one another on a daily basis
- understand the Edison design of local governance and actively participate in house, academy, and school activities and committees
- openly and eagerly share expertise at the house, academy, school, and project levels

***Family Involvement:***

- develop family-school relationships that foster the academic and social development of the child
- invite parent/guardians to be partners in their child's education
- encourage parents to participate in the daily life of the school and reach out to families in their homes through home visits, telephone contacts, and The Common

***School Community:***

- plan and organize school and community visual arts events, such as student exhibits and artist-in-residence programs
- create a sense of community and belonging for the students in their school
- establish connections and relationships among their students and the larger community that support the academic and social development of the student and contribute to achievement of overall school goals

## **Music Teacher**

Edison music teachers should demonstrate the qualities expected of the general academy teachers in the areas of curriculum, instruction, assessment, classroom management, professional responsibilities, professional relationships, family involvement, and school community. Here we provide a description of qualities that successful Edison music teachers embody.

### ***Curriculum:***

- understand and implement general music theories and practices, including vocal and instrumental music, basic note reading, and basic composition
- possess ability to play the recorder and piano/keyboard
- understand processes and history of traditional instruments across a wide range of cultures
- develop cross-curricular units and intensives with house teachers and integrate music into the general curriculum
- use technology and multimedia tools to enhance and enrich the curriculum
- communicate knowledge of music history (American, European, and non-Western)

### ***Instruction:***

- emphasize a process-based approach to music instruction
- differentiate instruction to accommodate the needs of the student populations represented in each classroom, including ESL, special education, and gifted
- establish, nurture and, manage student-directed classrooms in which students are working both independently and in groups, playing instruments, and using dance and movement to supplement and enhance the curriculum
- develop and use rubrics for instruction as well as assessment
- use technology tools for instruction, planning, and communication
- eagerly learn new uses and applications of technology tools

### ***Assessment:***

- invest considerable time and thought in writing individual, detailed Quarterly Learning Contracts about each student, documenting successes, progress, and goals
- establish, involve, and assist students in the development, maintenance, and evaluation of portfolios
- develop and use rubrics for evaluating student products and performances

### ***Classroom Management:***

- create and manage a responsive learning environment that enables students to feel safe, to be creative, and to develop to their full potential

### ***Professional Responsibilities:***

- write, implement, and evaluate their own professional development plans
- solicit constructive feedback from lead teachers, curriculum coordinators, and others who are observing instruction

- support the professional development plans of colleagues

***Professional Relationships:***

- work with colleagues to plan, problem-solve and support one another on a daily basis
- understand the Edison design of local governance and actively participate in house, academy, and school activities and committees
- openly and eagerly share expertise at the house, academy, school, and project levels

***Family Involvement:***

- develop family-school relationships that foster the academic and social development of the child
- invite parent/guardians to be partners in their child's education
- encourage parents to participate in the daily life of the school and reach out to families in their homes through home visits, telephone contacts, and The Common

***School Community:***

- plan and organize school and community music events, such as concerts and musician-in-residence programs
- create a sense of community and belonging for the students in their school
- establish connections and relationships among their students and the larger community that support the academic and social development of the student and contribute to achievement of overall school goals

***Organize And Direct The School Chorus***

- organize, implement, and oversee instrumental lessons in grades 4 and above

## **Physical Fitness Teacher**

Edison physical education teachers should demonstrate the qualities expected of the general academy teachers in the areas of curriculum, instruction, assessment, classroom management, professional responsibilities, professional relationships, family involvement, and school community. Here we provide a description of the qualities that successful Edison physical education teachers embody.

### ***Curriculum:***

- emphasize movement skill, fitness and wellness, self-confidence, safety, substance-abuse prevention, and social skills as outlined in Edison's standards and objectives
- utilize regular opportunities to discuss health, medicine, sports, and fitness
- design integrated health and fitness lessons and activities in cooperation with the house team

### ***Instruction:***

- stress and practice basic safety procedures
- utilize a variety of teaching styles including direct instruction, practice, self-check, guided discovery, cooperative-learning using heterogeneous teams, peer coaching, and self-teaching
- maintain clear expectations for student behavior and achievement
- promote a school climate of respect for oneself, for others, for physical fitness, and for achieving one's personal best
- provide all students opportunities to be successful, including students with disabilities
- serve as a role model for personal fitness and a healthy lifestyle

### ***Assessment:***

- invest considerable time and thought in writing individual, detailed Quarterly Learning Contracts about each student, documenting successes, progress, and goals
- administer and evaluate performance assessments toward required state and local objectives
- develop and use rubrics for evaluating student performance
- establish, involve, and assist students in the development of their portfolios

### ***Classroom Management:***

- create and manage an intentional and responsive learning environment that enables students to feel safe, to be creative, and to develop to their full potential

### ***Professional Responsibilities:***

- write, implement, and evaluate their own professional development plans
- solicit constructive feedback from lead teachers, curriculum coordinators, and others who are observing instruction
- support the professional development plans of colleagues
- stay current with physical fitness and health education news and research

- attend one physical fitness and health education meeting per year

***Professional Relationships:***

- work with colleagues to plan, problem-solve, and support one another on a daily basis
- openly and eagerly share expertise at the house, academy, school, and project levels
- actively participate in house, academy, and school activities and committees

***Family Involvement:***

- develop family-school relationships that foster the academic and social development of the child
- invite parent/guardians to be partners in their child's education
- encourage parents to participate in the daily life of the school and reach out to families in their homes through home visits, telephone contacts, and The Common

***School Community:***

- create a sense of community and belonging for the students in their school
- establish connections and relationships among their students and the larger community that support the academic and social development of the student and contribute to achievement of overall school goals

## English as a Second Language Teacher

Edison holds high expectations for teachers. Here we provide a description of qualities that successful Edison English as a second language teachers embody.

When an Edison school has only one school-wide English as a second language (ESL) teacher, that person also carries the responsibilities listed in the ESL coordinator job description. When a school has two or more ESL teachers, one of them assumes the coordinator responsibilities. In either case, it is important to realize that the coordinator responsibilities listed in the ESL coordinator job description are in addition to the role laid out in the ESL teacher job description.

### ***Curriculum:***

- provide ongoing support for both teachers and students in Edison classrooms
- are creative problem solvers for the central difficulties faced by students who are acquiring English and for keeping track of these students' individual progress
- are knowledgeable in the core processes, skills, and content of all curriculum areas, as expressed in the general job descriptions for Primary, Elementary, Junior, and high school teachers

### ***Instruction:***

- understand, implement, and support an inclusion model for students identified as having special needs, specifically for SAEs
- provide strategic direct instruction for students acquiring English, one-to-one or in small groups, within the classroom or through time-limited pull-asides
- differentiate instruction to accommodate the needs of the student populations represented in each classroom, including ESL, special education, and gifted
- establish, nurture, and manage student-directed classrooms in which students are working together, conversing, using materials, and participating in exploration centers
- integrate a process approach to writing across all disciplines
- demonstrate the ability to teach math concepts with manipulatives
- use cooperative-learning strategies for both instruction and classroom management
- develop and use rubrics for instruction as well as assessment
- use technology tools for instruction, planning, and communication
- are eager to learn new uses and applications of technology tools

### ***Assessment:***

- possess organizational skills for keeping track of students in different settings, for ESL compliance paperwork and related activities
- assist in the ongoing assessment process to determine each student's status, which includes and is not limited to identification of ESL candidates, rights to ESL instruction; sheltered classroom instruction
- invest considerable time and thought in writing individual, detailed Quarterly Learning Contracts about each student, documenting successes, progress, and goals

- administer and evaluate performance assessments as required by the academies served
- develop and use rubrics for evaluating student products
- establish and involve students in the development of their portfolios

### ***Classroom Management:***

- create and manage a responsive learning environment that enables students to feel safe, to be creative, and to develop to their full potential

### ***Professional Responsibilities:***

- partners with colleagues, working together with classroom and “specials” teachers to make the school’s learning environment increasingly effective, so that SAEs are active, successful learners with equal access to all curriculum
- contribute to increased instructional clarity, feedback, and opportunities for practice across the school’s learning environments (classrooms, specials, hallways, lunch, playground, tutoring, intensives, etc.)
- comply with federal, state, and local regulations governing students acquiring English
- contribute to strengthening school-wide supports for all students
- write, implement, and evaluate their own professional development plans
- solicit constructive feedback from lead teachers, curriculum coordinators, and others who are observing instruction
- support the professional development plans of colleagues

### ***Professional Relationships:***

- possess people skills for working collaboratively with colleagues and in active partnerships with parents and community resource personnel
- work in teams to plan, problem-solve, and support one another on a daily basis
- understand the Edison design of local governance and actively participate in house, academy, and school activities and committees
- plan regularly with classroom colleagues, following up with supportive teaching materials and strategies for working with students acquiring English
- provide colleagues with information, strategic modeling, instructional materials, and professional development activities that maximize classroom effectiveness provided for SAEs
- openly and eagerly share expertise at the house, academy, school, and project levels

### ***Family Involvement:***

- **Are the primary support link to the parents of students acquiring English**
- develop family-school relationships that foster the academic and social development of the child
- invite parent/guardians to be partners in their child’s education
- encourage parents to participate in the daily life of the school and reach out to families in their homes through home visits, telephone contacts, and The Common



***School Community:***

- create a sense of community and belonging for the students in their school
- establish connections and relationships among their students and the larger community that support the academic and social development of the student and contribute to achievement of overall school goals.

***Requirements***

- BA degree (MA degree preferred)
- certification in ESL or TESOL or ESOL or ELD
- experience working with students acquiring English
- evidence of expertise teaching SAEs
- positive professional recommendations
- a coherent, interesting essay

***Additional Edison-Specific Qualifications***

- depth of practical knowledge and skill regarding the academic and social-emotional needs of students acquiring English
- creativity, flexibility, and perseverance for working with students acquiring English, as well as with interactions with their parents
- creativity, flexibility, and perseverance with student learning and instructional delivery methodologies

## **Substitute Teacher**

In the absence of the classroom teacher, the substitute teacher provides instruction, encourages student progress, and manages the learning environment.

### ***The Substitute Teacher will:***

- Follow professional practices consistent with school and system policies in working with students, students' records, parents, and colleagues.
- Interact in a professional manner with students and parents.
- Maintain student confidentiality.
- Work cooperatively with all school personnel and parents.
- Conduct assigned classes at the times scheduled.
- Enforce regulations concerning student conduct and discipline.
- Dress in a manner consistent with school policies.
- Maintain accurate, complete, and appropriate records and files.
- Demonstrate professional practices in teaching.
- Model correct use of oral and written language.
- Follow teacher lesson plans as required by school policy.
- Assign reasonable tasks and homework to students.
- Act in a professional manner.
- Take precautions to protect records, equipment, materials, and facilities.
- Assume responsibility for supervising students in out-of-class settings.
- Perform all other tasks and duties as assigned.

### ***Teaching Tasks***

- Encourages Student Progress
- Promotes student engagement.
- Monitors student progress.
- Responds to student performance.
- Supports students.
- Manages the Learning Environment
- Uses time wisely.
- Handles non-instructional tasks efficiently
- Uses instructional time appropriately.
- Maintains effective physical setting for instruction.
- Maintains appropriate student behavior in the classroom

### ***Requirements***

- Bachelors Degree
- Substitute certification or equivalent as required by the LEA/SEA
- Able to apply effective and consistent discipline techniques

## **Elementary Reading Coordinator**

The role of the curriculum coordinator for Primary and Elementary Academy reading is crucial to the successful implementation of the Success for All reading program. At Edison schools, the responsibilities of the school-based facilitator described in the Success for All program are assumed by the Primary and Elementary Academy reading curriculum coordinator.

Some of the responsibilities of the reading curriculum coordinator can be conducted only during the 90-minute block when reading instruction is scheduled. Therefore, the curriculum coordinator cannot be scheduled as a teacher of a reading group. Some of the coordinator's responsibilities can be shared by tutors under the direction of the curriculum coordinator.

The Primary and Elementary Academy reading curriculum coordinator should possess all of the qualities expected of the general Primary and Elementary Academy teacher in the areas of curriculum, instruction, assessment, classroom management, professional responsibilities, professional relationships, family involvement, and school community. In addition, the reading curriculum coordinator should:

### ***Curriculum:***

- promote Edison's reading program as the main vehicle for reading instruction in the Primary and Elementary academies
- possess a strong understanding of the reading process, particularly strategic reading, comprehension, the application of comprehension skills, early reading, and phonics
- demonstrate an understanding of the Success for All reading components as they relate to Edison student standards
- support and articulate the implementation of Success for All as it relates to Edison standards
- attend Success for All training on a conference level
- develop expertise in all components of Success for All

### ***Instruction:***

- serve, in coordination with the principal and leadership team, as a problem solver in all matters affecting reading instruction
- assist in the development of school and academy schedules that provide for 90-minute, uninterrupted blocks for reading instruction
- coordinate school-wide initial and quarterly student assessments
- train and supervise tutors in the administration of quarterly assessments
- analyze results of initial and quarterly assessments
- maintain longitudinal data on students' achievement in reading, utilizing the Edison Reading Database
- communicate the results of the quarterly assessments to Edison New York via The Common

- coordinate and monitor the assignment of students and teachers to appropriate reading groups
- assign students to tutoring
- organize the daily schedules of tutors
- monitor students' progress in the tutoring program
- coordinate and conduct regularly scheduled professional development activities for teachers and tutors to facilitate the implementation of Success for All
- conduct regular observations of teachers and tutors, and provide them with constructive feedback, which facilitates the implementation of Success for All
- promote common academy and house goals in reading instruction to improve instruction and advance student achievement
- coordinate schedules that provide opportunities for teachers to model components of Success for All and cooperative-learning strategies to other teachers and tutors
- coordinate the training of new staff members regarding their role in Success for All
- possess a strong background in and have practical experience with cooperative-learning

***Communication:***

- conduct regular reading meetings with specific goals and full participation by academies, houses, teachers, and tutors
- disseminate Success for All information and updates to the staff
- organize, coordinate, and review the teacher-tutor weekly communication process
- communicate school reading and pedagogy issues with the building principal
- communicate with curriculum coordinators at other Edison sites to share ideas, problem-solve, and support one another
- communicate with the Edison New York deputy director of curriculum, instruction, and assessment on matters relating to materials, professional development, reading assessment, and anything else pertaining to Success for All program implementation
- coordinate activities and disseminate information and materials that provide parents with opportunities to learn about their role in their children's development as readers
- coordinate events and disseminate information to provide the community with opportunities to support the school's implementation of Success for All
- coordinate local, state, and Edison benchmark reading assessments by organizing, distributing, and explaining the assessment and scoring process to reading teachers
- coordinate Success for All implementation with special program concerns such as bilingual programs, ESL, inclusion, differentiation of instruction, and students with special needs. Assist in the work of the Family and Student Support Team

***Materials Organization and Distribution:***

- plan and execute the initial distribution of materials to the staff during the summer, under the supervision of the business services manager
- maintain a master set of all reproducible Success for All materials
- identify and coordinate opportunities for Success for All to integrate with thematic instructional units
- organize novels in the order in which they are to be read and, when possible, match with a thematic unit

- coordinate with the media specialist the inclusion of supplemental content area resources (books, videos, etc.) in the central library start-up orders placed during the fall of year one
- keep up-to-date inventory of materials and organize orders to replace lost or damaged books and materials throughout the year
- maintain a checkout system for STaR books, Extended STaR books, and related instructional materials
- maintain a checkout system for Roots materials
- maintain a checkout system for Wings Treasure Hunts and novels
- maintain a checkout system for Wings Reading Comprehension Lessons
- organize orders in the spring to replace consumables
- organize suggestions from staff and make recommendations to the principal for additional materials purchases
- coordinate with media specialist the use of technology (CD-ROMs, laserdiscs, etc.) and make recommendations for software purchases
- support teachers in organizing classrooms for teaching the Success for All curriculum
- coordinate the dissemination of Success for All resources from the Pedagogy Project and other sources

Edison Schools Inc.

## **Special Edison (Special Education) Support Teacher**

Special Edison support teachers are expected to exhibit the same skills, knowledge, and qualities required of the general classroom teachers in the areas of curriculum, instruction, assessment, classroom management, professional responsibilities, professional relationships, family involvement, and school community. In addition, Special Edison support teachers are expected to:

### ***Intensify Curriculum***

- show increasing skill with all aspects of the Edison curriculum, intensifying and tailoring these for students with disabilities affecting learning, attention, social functioning, and self-regulation
- show commitment to refining curriculum approaches and materials to increase students' involvement and progress
- show persistence in learning new and specialized approaches for atypical learners

### ***Intensify Instruction***

- provide strategic instruction for students with disabilities affecting learning, attention, social functioning, and self-regulation, 1-to-1 or in small groups, within the classroom or through time-limited, focused pull-asides
- keep fine-grained track of the individual progress of students with disabilities
- provide instructional intensity, feedback, and opportunities for practice for students with disabilities across the school's learning environments (classrooms, specials, hallways, lunch, playground, tutoring, intensives, etc.)
- engage technology creatively for individual students' learning and for tracking individual progress

### ***Support Instruction Across the School***

- establish working relations with colleagues, developing effective systems for reciprocal communication about students with special needs. This includes meeting regularly with house teams and focusing them on instructional solutions, as well as collaborating with teachers individually
- contribute to strengthening school-wide supports for all students, working together with classroom and "specials" teachers so that students with difficulties and vulnerabilities become increasingly active and successful
- provide ongoing support for classroom teachers, including taking over classroom instruction, so they can provide intensive pull-asides for students with difficulties
- plan with classroom colleagues, swapping expertise and following up with supportive instruction, strategic modeling, and tailored instructional materials
- demonstrate creativity, flexibility, and perseverance in dealing with learning, behavioral, family, and classroom situations that are not easily untangled

### ***Communicate***

- maintain productive communication about the Special Edison support program with your principal, teaching colleagues, and other school staff

- contribute to the improvement of instruction within the school by communicating ideas within and across classrooms and houses, making productive use of The Common
- contribute to the improvement of instruction across the Edison partnership network by communicating via The Common, sharing ideas, insights, needs, and perplexities
- communicate regularly with Edison New York's Special Edison director about the special education student population, the evolution of the Special Edison support program, and professional development needs

***Comply with Special Education Laws and Procedures***

- be knowledgeable of, and comply with, relevant state and local regulations governing special education, including placements, time lines, notifications, IEPs, parental roles, reevaluations, and procedural safeguards
- provide ongoing support for the parents of students with disabilities, informing them of special education rights and procedures, as well as exchanging insights about the needs and progress of their child

***Requirements***

- bachelor's degree (master's degree preferred)
- certification in Special Education
- experience working with students with disabilities
- positive professional recommendations
- a coherent, interesting essay

## **Special Edison (Special Education) Support Coordinator**

The Special Edison support coordinator is a Special Edison support (SES) teacher who also has a coordinating role. Coordinating does not mean “doing it all,” but rather being responsible for organizing, facilitating, and supporting the SES team’s sharing of special education requirements — both administrative and instructional. The SES coordinator, like all Special Edison support teachers, is expected to exhibit the same skills, knowledge, and qualities required of the general classroom teachers in the areas of curriculum, instruction, assessment, classroom management, professional responsibilities and relationships, family involvement, and school community. In addition, the Special Edison support coordinator is expected to:

### ***Coordinate Special Edison Support Program***

- demonstrate organizational skills for keeping track of students in different settings, special education paperwork, ongoing anecdotal commentary, instructional trials, planning, etc.
- maintain current demographics regarding all students on IEPs, as well as those in the referral process
- provide leadership as a standing member of the school leadership team
- provide leadership as a member of Family and Student Support Team (or designate another SES teacher for this role)
- coordinate SES staff and related service providers within the school
- promote communication, encouraging frequent and useful exchanges about meeting the needs of students with learning, attention, and behavioral problems
- oversee anecdotal record keeping and progress tracking of each student with disabilities and tracking of SES teacher-student contacts
- coordinate assessment of students referred for special educational evaluation
- coordinate IEP development and updating, annual reviews, and triennials
- coordinate parent communications and support sessions regarding their child with special needs
- coordinate professional development activities for increasing classroom effectiveness for students with learning, attention, and behavioral difficulties
- maintain productive communication about the Special Edison support program with relevant local and/or state special education authorities
- provide the principal and other decision makers in the school with information regarding relevant state and local regulations governing special education, including placements, time lines, notifications, IEPs, parental roles, reevaluations, and procedural safeguards
- provide to the Special Edison director in New York regular updates (at least three times yearly) of SES student and staff demographics, program development, and any concerns regarding compliance with special education law and regulations

### ***Intensify Curriculum***

- show increasing skill with all aspects of the Edison curriculum, intensifying and tailoring these for students with disabilities affecting learning, attention, social functioning, and self-regulation



- show commitment to refining curriculum approaches and materials to increase students' involvement and progress
- show persistence in learning new and specialized approaches for atypical learners
- Intensify Instruction
- provide strategic instruction for students with disabilities affecting learning, attention, social functioning, and self-regulation, 1-to-1 or in small groups, within the classroom or through time-limited, focused pull-asides
- keep fine-grained track of the individual progress of students' with disabilities
- provide instructional intensity, feedback, and opportunities for practice for students with disabilities across the school's learning environments (classrooms, specials, hallways, lunch, playground, tutoring, intensives, etc.)
- engage technology creatively for individual students' learning and for tracking individual progress

### ***Support Instruction Across the School***

- establish working relations with colleagues, developing effective systems for reciprocal communication about students with special needs. This includes meeting regularly with house teams and focusing them on instructional solutions, as well as collaborating with teachers individually
- contribute to strengthening school-wide supports for all children, working together with classroom and "specials" teachers so that students with difficulties and vulnerabilities become increasingly active and successful
- provide ongoing support for classroom teachers, including taking over classroom instruction, so they can provide intensive pull-asides for students with difficulties
- plan with classroom colleagues, swapping expertise and following up with supportive instruction, strategic modeling, and tailored instructional materials
- demonstrate creativity, flexibility, and perseverance in dealing with learning, behavioral, family, and classroom situations that are not easily untangled

### ***Communicate***

- maintain productive communication with relevant local and/or state special education authorities about your school's SES program
- maintain productive communication about the Special Edison support program with your principal, teaching colleagues, and other school staff
- contribute to the improvement of instruction within the school by communicating ideas within and across classrooms and houses, making productive use of The Common
- contribute to the improvement of instruction across the Edison partnership network by communicating via The Common, sharing ideas, insights, needs, and perplexities
- communicate regularly with Edison New York's Special Edison director about the special education student population, the evolution of the Special Edison support program, and professional development needs

***Comply with Special Education Laws and Procedures***

- be knowledgeable of, and comply with, relevant state and local regulations governing special education, including placements, timelines, notifications, IEPs, parental roles, reevaluations, and procedural safeguards
- provide ongoing support for the parents of students with disabilities, informing them of special education rights and procedures, as well as exchanging insights about the needs and progress of their child
- organize, Maintain, and Develop Specialized Materials
- become familiar with special education materials in the start-up shipment and determine the need for additional resources
- coordinate with the media specialist for the inclusion of supplemental resources (books, videos, etc.) in the central library start-up orders placed during the fall of year one
- keep up-to-date inventory of special education materials and organize orders to replace lost or damaged materials throughout the year

***develop a checkout system for shared materials***

- oversee use of special education materials throughout the school
- organize orders in the spring to replace consumables
- organize suggestions from staff and make recommendations to the principal for additional materials purchases
- coordinate with media specialist about the use of technology and make recommendations for software/hardware purchases

***Requirements***

- Master's degree
- Certification in special education
- Experience working with students with disabilities
- Positive professional recommendations
- A coherent, grammatically correct writing sample

## **Student Support Manager**

The student support manager (SSM) leads a school-wide approach to identifying, securing and coordinating resources that ensure success for every child. Edison categorizes this support into four main areas: attendance, the Family and Student Support Team, parent and volunteer involvement, and community connections.

The student support manager ensures direct support for students, the inclusion of parents through partnership, and the integration of services to children. Specifically, the Student Support Manager should:

### ***Attendance***

- work in collaboration with the office staff and teachers to maintain records of attendance trends
- oversee school-wide attendance incentive programs
- work directly with house teams, individual teachers, and families to ensure attendance of every child

### ***Family and Student Support Team***

- apply his or her clinical experience directly to students, provide leadership to the Family and Student Support Team (FASST), and guide the development and implementation of initial and ongoing referral, coordination, and follow-up of a variety of services for children needing additional support
- provide direct services to students and teachers based on the referral process and on the student support manager's own background and experience
- maintain FASST records, such as referral date and documentation of student support services and interventions
- work in collaboration with Special Edison colleagues to coordinate support services for students and communication with parents regarding student needs
- provide appropriate follow-up to ensure that students' needs are being met and act as a point of contact for outside organizations working with students and their families

### ***Parent and Volunteer Involvement***

- design and oversee opportunities for involving parents, guardians, and volunteers in the life of the school; establish a forum for publicizing ways that parents/volunteers can be involved in the school; ensure that all parents are informed of relevant issues; evaluate effectiveness of parental involvement and volunteer programs; and strive for continuous improvement of parent relations
- design parent involvement programs such as parent orientation and training, family fun and parent/student activities to support school goals
- work collaboratively with teachers to create workshops and activities that support classroom instruction

### ***Community Connections***

**serve on the Board of Friends as a liaison between the school and local community**

- coordinate and oversee the interactions of community organizations with partnership school staff, students, and families to ensure that no student falls through the cracks
- determine the needs and interests of the partnership school community and present options to the school advisory council that best reflect the desires of the school community
- develop connections with community businesses and organizations such as the Junior League, neighborhood associations, local universities, the city council, and the community service departments of local law firms, hospitals, chambers of commerce, and corporations
- form a consortium of service providers to deliver a wide variety of services to the partnership school community based on determined school and student needs
- seek opportunities for student service in the community and work closely with the faculty to design and coordinate a school-wide student service program

### ***Requirements***

- BA, BS degree
- clinical experience with at-risk children in capacity of social worker, psychologist, counselor, or similar role
- personal initiative and desire for responsibility
- strong communication skills; ability to work collaboratively with teachers/staff
- leadership capacity
- familiarity with the local community

### ***Highly Desirable***

- Master's degree in clinical or school psychology or school adjustment counseling
- experience in developing and managing community-based initiatives or school-business partnerships
- teaching experience

## Library Media Specialist

The Library Media Specialist (LMS) is a teacher who promotes learning throughout the Edison community. The LMS helps students use reading to learn and teaches students and staff to find, evaluate, and use information. The LMS assists teachers in integrating library/information resources into the curriculum. The LMS manages the Library Media Center (LMC) to provide an environment conducive to learning for all. The Library Media Specialist manages electronic, print, video, and other traditional and nontraditional information resources for the Edison school. The LMS reports to the Technology Services Manager (TSM).

### ***Responsibilities:***

- build the capacity of students, staff, and parents to retrieve and organize information.
- encourage a culture in which all individuals become self-sufficient, independent knowledge navigators
- teach students effective research methods
- help teachers and students learn to select appropriate media for specific tasks
- collaborate with teachers to integrate LMC resources into lessons across the curriculum.
- comb the Internet and other outside information resources for appropriate materials for the Edison school, including cable TV programming
- guide students and staff through on-line data retrieval sessions
- meet monthly with house teams to discuss library-related issues, to train on new information retrieval methods, and to help with technology-related issues
- locate and review curriculum specific resources
- develop curriculum materials to correlate library information skills with core curriculum
- teach the appropriate use of information resources through a variety of instructional methods,
- modeling, and team teaching
- organize, catalog, and process information resources of all media types so that they are accessible to the entire school community
- facilitate the circulation of traditional and nontraditional library materials
- develop and manage annual library media budget based on school and curricular needs
- assess library collection and order materials to support the Edison curriculum
- establish policies and procedures for all aspects of the Library Media Center
- work with the members of the technology team to define mutual and distinct responsibilities, develop procedures and structures for technical support and manage and evaluate the on-going support programs
- serve as a leader in the Edison school
- serve on key leadership, instructional, &/or curricular committees
- promote independent student use of the Library Media Center
- promote flexible class scheduling and use of the LMC resources
- coordinate school-wide efforts to promote reading and information access

***Skills***

- Bachelor degree required, Library Science or Information Services degree desirable
- Appropriate state teacher certification for library media services
- Experience with electronic resources and internet access

## **Library Support Clerk**

The Library Support Clerk assists with maintenance of the library collection at school site; assisting with implementation of age appropriate programs for students utilizing library resources; aid in selecting appropriate materials for support of classroom instruction and educating students on the proper use of the library resources.

### ***Responsibilities:***

- Provide classroom support for the purpose of promoting and reinforcing basic library skills to students
- Distribute various books and media for the purpose of providing requested classroom reference materials
- Assist students for the purpose of educating them on the proper use of the library resources (i.e. classification system, card catalog, care of materials, automated library system, etc.)
- Research availability of materials and media for the purpose of selecting appropriate items
- Maintain patron database and circulation records for the purpose of automated library system resources
- Inventory equipment and materials in library collection for the purpose of documenting losses and/or maintaining availability of materials
- Maintain regular and appropriate attendance and is on time for assignment(s) for the purpose of meeting the needs of the students and the district.
- Process orders (e.g. books, periodicals, films, etc.) for the purpose of maintaining library collection controls
- Assist students, teachers and other personnel for the purpose of identifying resource materials for use in classroom and/or class assignments.
- Assist other personnel as may be required for the purpose of supporting them in the completion of their work activities
- Participate in District meetings of library clerks for the purpose of communicating information and gaining feedback and/or direction on a variety of issues
- Conduct classes under direction of the teacher in a variety of formats (e.g. story telling, puppet plays, etc.) for the purpose of promoting the use and enjoyment of literature
- Promote library use related to special holidays, seasonal activities, etc. for the purpose of motivating students to use the library resources

### ***Requirements***

- High School diploma or equivalent
- Operate standard office equipment including use of computer applications,
- Use English in both written and verbal form,
- Use correct spelling, grammar and punctuation, maintain detailed and accurate records

## **Technology Services Manager**

The Technology Services Manager (TSM) is responsible for managing, implementing and developing the school's technology culture among all participants in the school community. The TSM reports to the Principal.

### ***Responsibilities***

- ensure the implementation of Edison Technology vision within the school
- serve on the school leadership team
- manage school tech team, including the Library Media Specialist and Library Support Clerk
- build the capacity of staff, students and parents to understand and use core technology by providing training
- implement the Edison technology professional development program for all teachers and administrators, adapting it as necessary
- provide training to families during home rollout
- manage the technology certification program for staff, students, and parents
- provide training and support to staff and administration on all enterprise systems, especially in those areas related to curriculum and instruction
- provide annual evaluations to school administrators for all teaching staff members
- work with staff to integrate technology resources into lessons across the curriculum
- work in large groups, small groups and one-on-one with teachers to develop their technical skill and curriculum integration ability
- work with the curriculum coordinators and leadership team to incorporate technology into on-going professional development
- collaborate with LMS to promote information literacy
- collaborate with LMS on information technology issues
- communicate with other TSMs, RTDs and Central staff to stay on top of current information and improve the resources and systems being utilized
- manage/maintain school website
- coordinate remedial instruction to students who are having difficulty mastering technology skills
- manage the technology budget and technology planning
- coordinate and manage funding and grant processes
- manage Student Learning Contract process

### ***Skills***

- Bachelor degree in education or educational technology
- Teaching experience with children
- Strong technology skills
- Significant leadership and staff development experience
- Teaching certification desirable



## **Tutor**

Tutors work with individual students, primarily those in the first grade, to provide them with support in reading. Tutors who are certified teachers also teach one 90-minute reading class. In addition, tutors:

### ***Curriculum***

- **Reading:** Are knowledgeable in the core processes, skills, and content of reading and its relationship to listening, speaking, and writing. They understand the reading process, particularly comprehension, decoding, strategic reading, and the application of these skills.
- **Edison Core Values:** Know and support, through instruction and modeling, the Edison core values: wisdom, justice, courage, compassion, hope, respect, responsibility, integrity. They know and can explain the difference between values that are essentially universal, such as honesty and responsibility, and those that are personal and/or religious, such as political conservatism/liberalism, or Catholicism/Hinduism/atheism, etc.

### ***Instruction***

- use instructional and corrective language that is positive and behaviorally descriptive to support the character education goals of the school
- support reading instruction using the structured tutoring process in the Success for All program. Success for All is a balanced reading curriculum that requires students to master rudimentary phonetic skills prior to making the transition into a literature-based program. Success for All requires tutors to follow a structured format with multiple components. Successful implementation of the tutoring program is predicated on the thoughtful use of all of its components. Tutors understand and use the program as it is written.
- use technology tools for instruction, planning, and communication
- are eager to learn new uses and applications of technology tools

### ***Assessment***

- assist in the organization and administration of initial and quarterly assessments
- collaborate with classroom teachers to develop individual Quarterly Learning Contracts about each student, with focused comments on important aspects of a student's progress, and clearly identified goals for further progress in the area of reading

### ***Classroom Management***

- are character educators, maintaining classrooms that are safe, nurturing, and productive, where the teacher models the behavior expected of students, and where the school's values are the focus of instruction and discussion wherever appropriate
- create and manage a responsive learning environment that enables students to feel safe, to be creative, and to develop to their full potential

### ***Professional Relationships***

- work in teams with other tutors and classroom teachers to plan, problem solve and support one another on a daily basis
- understand the Edison design of local governance and actively participate in house, academy, and school activities and committees
- openly and eagerly share expertise at the house, academy, school, and project levels
- communicate with their students' reading teachers on a weekly basis

### ***Professional Responsibilities***

- write, implement, and evaluate their own professional development plans
- solicit constructive feedback from lead teachers, curriculum coordinators, and others who are observing instruction
- support the professional development plans of colleagues

**assist in the organization of reading materials**

### ***Family Relationships***

- communicate with their students' parents on a regular basis

### ***Requirements***

- Associates degree is required
- BA or BS is preferred
- appropriate teacher certification preferred (in order to teach a reading class)
- positive references from all previous places of employment

**willingness to work within a structured curriculum**

## **School Secretary**

The school secretary will play a key support role within the partnership school. He or she will serve as the focal point for communication by mail, telephone and in person. The school secretary will manage the flow of information within the school and will be responsible for maintaining all schools records. To be effective, the school secretary must be organized and efficient, familiar with all necessary office equipment, including computers and computer programs for word processing, databases, and spreadsheets. Equally important is the role of the school secretary as representative of the partnership school. He or she must be flexible, personable, able to communicate the school's mission and vision, and possessed of the same core values that are part of the partnership school.

### ***The school secretary will:***

- act as a partnership school representative
  - create and maintain a welcoming and efficient front office that emphasizes organization, professionalism, courtesy, flexibility, and teamwork
  - greet and announce all school visitors appropriately
  - use proper telephone etiquette and direct calls appropriately to school staff
  - provide needed assistance and communicate effectively with principal and all school staff
  - be attentive, patient and fair with students
  - treat parents as valued and respected customers
- be knowledgeable about Edison Schools as well as the school community; be familiar with key Edison personnel, school board members and/or district personnel
- maintain all school records, including school schedule, student waitlist (using Edison Select), attendance records, and school calendar
- be responsible for recording, tracking and following up on student tardiness, excused absences and unexcused absences and providing this information to the SIM and SSM, as required
- provide and/or manage standard school operations, including, but not limited to:
  - student entrance/exit procedures
  - safety and emergency procedures/guidelines
  - distribution of student medication, in absence of nurse and understand the local legislation concerning such distribution
  - correspondence and schedule for principal
  - business related processes as assigned by principal and/or business services manager (purchasing/expenses, invoices, shipping and receiving, etc.)
  - school newsletter
  - coordination of volunteer hours/participation
  - responsibility for all voicemail administration including setting up new mailboxes and changing school voicemail greeting for vacations, snow days, etc.

### ***Requirements***

- high school or equivalency diploma

- familiarity with office equipment such as computers, typewriters, fax machines, calculators, and photocopiers, as well as word processing and spreadsheet programs
- at least three years of experience in office management or in a secretarial position

Edison Schools Inc.

## **School Operations Manager**

The School Operations Manager (SOM) is a key member of the Edison school's leadership team. He or she is an individual with varied business experience who pays keen attention to detail. The SOM is an Edison Schools employee and reports directly to the General Manager during the initial start-up phase, and will transition into a direct report to the principal during the operating year.

### ***Financial Responsibilities***

Must have comprehensive financial knowledge and skills. Manages banking, petty cash, purchasing, payables, fixed asset, and payroll functions for school site(s). Follows all payable procedures as established by the Edison headquarters finance department. Accountable for gathering, interpreting, and disseminating short-term and long-term budget information to the General Manager, Edison headquarters finance department, and school principal. Determines budgetary constraints, parameters for financial expenditures, and allocation of funds. Must participate in discussion of management estimates. The School Operations Manager will submit regular reports to the district, charter board, state and Edison headquarters, as required. Ability to write reports (word processing and spreadsheets using Quickbooks and MS Excel), business correspondence, and procedures manuals are also necessary.

### ***Business Administrative Responsibilities***

Establishes the business operations of the start-up office and a large, multi-faceted operating school facility (s) by following Edison headquarters accounting and business services guidelines. This includes procurement, receiving/distribution, and payment procedures, vendor relationships, district/charter relationships, and reporting structures. Acts as liaison between teaching and administrative staff and appropriate human resources and payroll departments (i.e., Edison headquarters or district). Reports any worker compensation, property, or liability claims to appropriate insuring party. The SOM is responsible for booking travel for teachers. In addition, he or she is responsible for overseeing inventory of all curriculum materials (by classroom) and furniture.

### ***Leadership Responsibilities***

Provides professional development to administrative and teaching staff for business processes and procedures. Meets regularly with site leadership team, teaching, and administrative staff to determine the supplies and services needed in relation to budget and financial capabilities of the school. Shares leadership skills and knowledge with other SOMs and may participate in national training sessions. Interacts with internal contacts such as school staff, principal, and Edison headquarters staff to develop local policies and procedures, discuss ideas for new programs, and serve as a point of reference on inquires and problems associated with the operations of the school site. Interacts with external contacts such as charter/district management and administrative staff, federal, state, local government and private funding organizations, consultants, and community leaders.

***Facilities Responsibilities***

Establishes, secures contract, and maintains personnel and/or services for all facility-related matters including maintenance, rubbish collection, security services, fire-alarm maintenance, emergency generator maintenance, elevator maintenance, pest control, and office machine rentals. Ensures procedures are in place for preventative maintenance program, asbestos management plan, OSHA compliance plan, building evacuation plan, and federally mandated programs. Coordinate communication of policy and procedures of maintenance standards and risk management with principal, staff and General Manager.

Edison Schools Inc.

## **School Nurse**

The School Nurse provides direct nursing services to students and staff members to maximize health and wellness in the school community. All duties are performed in accordance with district/state department of education policies and procedures and state law regarding nurse practice. Reports to the Principal and Student Support Manager.

### ***Nursing Care***

- Provide direct professional nursing services, first aid, illness, and emergency care to students and staff in response to the nursing assessment and in accordance with professional standards, school policy and procedures, and state and local mandates.
- Administer medication with appropriate documentation.
- Participate in maintaining accurate medical records to assure compliance with state mandates including immunizations, physical examinations, and medical conditions, and the related archival responsibilities.
- Perform mandated screening procedures for vision and hearing (requires state credentials as a screener).
- Make appropriate assessment and referrals for suspected abuse/neglect as a mandated reporter.

### ***Communication***

- Maintain communication with teachers, other school personnel, and parents/guardians to enhance cooperative action which will meet the health and safety needs of students.
- Provide health services, information, and counseling in an effective and positive manner to enhance the health and wellness of the school community.
- Complete accident/incident reports for students/staff.
- Compile data for statistical purposes.
- Maintain confidentiality regarding all school and health-related issues.

### ***Organization***

- Maintain a daily log of student/staff visits and documentation on individual health records
- Maintain the daily environment of the health office facility and supplies
- Utilize existing technology effectively in the performance of duties.
- Performs other health or school related work as required.

### ***Professional Development***

- Maintain contact with a professional nursing organization and utilizes continuing education opportunities to enhance professional knowledge
- Participate as an active member of the school community, representing health/wellness.

### ***Required***

- Baccalaureate Degree Preparation

- Current Registered Nurse licensure in applicable state
- Current First Aid and Cardiopulmonary Resuscitation program completion
- Experience in nursing and completion of a school health orientation program preferred
- State Certification as a school nurse (where applies)



## **Custodian**

The Custodian maintaining an attractive, sanitary and safe facility; providing adequate arrangements for meetings, classroom activities and events; and minimizing property damage, loss and liability exposure.

### ***Responsibilities:***

- Clean school facilities (i.e. classrooms, offices, multipurpose rooms, grounds, windows, restrooms, sinks, carpets, floors, garbage cans, wastebaskets, gym cafeteria for the purpose of maintaining a sanitary, safe and attractive environment
- Deliver variety of items for the purpose of distributing the materials to the appropriate parties
- Inform principal, supervisor, other site personnel and students for the purpose of providing information regarding activities, safety and/or proper maintenance of facilities
- Secure facilities and grounds for the purpose of minimizing property damage, loss and liability and ensuring safety at work site (i.e., unlock & lock doors, secure gates, check windows, turn lights off/on; operate heating/cooling equipment)
- Arrange furnishings and equipment for the purpose of providing adequate preparations for meetings, classroom activities and events (i.e., regular school, community education, special events).
- Repair furniture, equipment and minor building damage for the purpose of ensuring that items are available and in safe working condition
- Request equipment and supplies through the principal or supervisor for the purpose of maintaining inventory and ensuring availability of items as needed to properly maintain facilities
- Maintain grounds and operates equipment as required.
- Perform other duties as assigned.

### ***Skills***

- High School diploma or equivalent
- One year prior job related experience in school or institutional building maintenance or related trade.
- Knowledge of methods and use of cleaning materials, equipment, and supplies, safe work practices.
- Ability to follow oral and written instructions and to work independently with minimal supervision
- Ability to communicate with students, staff and parents.
- Significant physical ability to include lifting/carrying/pushing/pulling, stooping, reaching/handling, near/far visual acuity/depth perception

## **Security Officer**

The Security Officer maintains high visibility on school property to prevent and respond to crimes against school students, personnel and property and enforces school policy dealing with security issues, inventory and key control.

### ***Responsibilities:***

- prevent the entry of unauthorized persons
- assists administrative staff personnel in maintaining orderly conduct during school hours
- enforce rules, regulations, ordinances and laws
- assists in attendance office activities relating to truancy
- provide orientation for pupils on safety and security procedures
- protect school property from damage by vandalism or theft;
- notify the school principal of situations that may result in disturbances
- cooperate with law enforcement as directed.

### **Skills**

- High School diploma or equivalent
- Two years full-time work experience and successful completion of course work in political science or police administration; or an equivalent combination of training and experience
- Successful experience working with students, and administration in a culturally diverse public school environment
- Ability to follow oral and written instructions
- Ability to communicate with students, staff and parents.
- Physical ability to include significant walking and standing and near/far visual acuity/depth perception

## **Lunchroom Aide**

The Lunchroom Aide supervises elementary students in the lunchroom and on the playground.

### ***Responsibilities:***

- Accurately report any pupil disruptions to the Principal or teacher responsible for the students
- Maintain effective and consistent student discipline.
- Maintain confidentiality and adhere to the Privacy Act.
- Clean lunch area after students finish lunch.
- Maintain a litter free playground area.
- Other duties as assigned.

### ***Skills***

- High School diploma or equivalent
- Ability to understand and relate to children in a positive, motivating manner.
- Ability to work closely with administration and teachers.
- Knowledge of effective and consistent discipline techniques.

Edison Schools Inc.

**d. The procedures regarding implementation of LA-R.S. 15:587.1 and BESE Policy for Charter Schools Relative to Criminal Offenses;**

The School has reviewed LA-R.S. 15:587.1 and the BESE Policy for Charter Schools Relative to Criminal Offenses and is prepared to meet the requirements contained therein.

No person who has been convicted of or has pleaded *nolo contendere* to a crime listed in R.S. 15:587.1(c) shall be hired by a public charter school system for a position of supervisory or disciplinary authority over school children unless approved in writing by a district judge of the parish and the district attorney.

No person employed or otherwise associated with the charter school, including any contact person listed on the charter school application or any member of the management board, who has been convicted of or has pleaded *nolo contendere* to a crime related to misappropriation of funds or theft shall be engaged in direct processing of charter school funds.

A criminal history review through the Louisiana Department of Public Safety and Corrections, Office of State Police, Bureau of Criminal Identification, shall be administered. The criminal history review shall include a fingerprint check and simultaneous FBI check. All costs associated with the criminal history review shall be the responsibility of the non-profit entity granted the charter.

**e. Any employment benefits, including retirement, offered;**



# **BENEFITS GUIDE**



## **THE EDISON SCHOOLS, INC.**

### **BENEFITS GUIDE**

Welcome to the Edison Schools, Inc. benefits guide. Planning for your personal and family needs is easy with the Edison Schools Benefit Center's convenient Web site and toll-free number. Whether you're participating in Edison's open enrollment period or you're a new hire, take advantage of the array of information at your fingertips. Through the Edison Schools Benefit Center, you can:

- Enroll in your choice of Plans;
- View benefit summaries, rates and other important information;
- Access financial resources, create and monitor personal financial plans, and purchase valuable products. Edison provides these links as a matter of reference and does not endorse any of the products.

Please review this guide and the enclosed worksheet carefully. They contain important personalized information regarding the benefit options available to you.

### **BENEFITS AT A GLANCE**

At Edison, we recognize and appreciate the immense talent, skills and commitment you contribute each day to our organization. In turn, we endeavor to support you by offering a comprehensive benefits program designed to protect you and your family and promote a safe and healthy lifestyle. There are certain benefits for which Edison pays the full cost and other benefits for which you share in the cost.

Each year, you have the opportunity to enroll in the following benefit Plans. The cost for these Plans is shared by you and Edison.

- Medical/Prescription Drug
- Dental

- Vision (100% employee paid)
- Dependent Life Insurance

You also receive a valuable source of security for you and your family through benefits provided automatically by Edison at no cost to you. These include:

- Short-Term Disability coverage
- Long-Term Disability coverage
- Basic Life and Accidental Death and Dismemberment (AD&D) Insurance
- Employee Assistance Program (EAP)

In addition to these benefits, Edison also offers a 401(k) Plan or a 403(b) Plan.



## **ELIGIBILITY**

You are eligible to participate in Edison's entire benefits program if you are a full-time employee working a minimum of 40 hours per week. You become eligible for benefits the first of the month, following 30 days of active employment. You may also enroll your eligible dependents in the Medical, Dental and Vision Plans, provided that you are enrolled in those Plans. Your eligible dependents include:

- Your lawful spouse;
- Your unmarried dependent children who are under age 19;
- Your unmarried child(ren), including stepchildren and legally adopted children, up to the age limit specified by the insurance carrier, as long as he or she is enrolled in a post-secondary institution (e.g., college) as a full-time student and supported by you; and
- Your unmarried child who is age 18 or older and incapable of self-sustaining employment by reason of mental or physical handicap, and has always been primarily supported by you.

It is your responsibility to notify your carrier when your dependent child is over age 18 but continues to be eligible because he or she is a full-time student or is handicapped. If you do not provide documentation of full-time student status or handicap condition, benefits for that dependent will end.

## **SPECIAL ENROLLMENT RIGHTS FOR HEALTH CARE COVERAGE & LIFE EVENT CHANGES**

Any elections you make when you enroll for coverage will remain in effect through end of the plan year in which you enrolled. However, keep in mind the following two important points:

- If you waive medical and/or dental coverage for yourself and/or your eligible dependents when you first become eligible because you

have other healthcare coverage, you may enroll in healthcare coverage at a future date if you lose that other coverage. In this case, you may enroll as long as you do so on or before the 31<sup>st</sup> day after your other coverage ends.

- If you have a new dependent as a result of a marriage, birth, adoption or placement for adoption, you may enroll your new dependents during the year as long as you enroll them within 31 days of the event. Otherwise, you will have to wait until the next annual benefits enrollment period for coverage.

## **WHEN COVERAGE BEGINS**

### ***For Current Employees***

In order for your elections to be effective October 1, 2005, you must enroll by the deadline shown on your personalized enrollment worksheet. If you do not wish to make any changes or you fail to make any changes by this deadline, your coverage will be defaulted.

### ***For New Hires***

You must complete the enrollment process within 36 days of your hire date. Coverage will then begin the first day of the month following 36 days after your date of hire. If you do not complete the enrollment process within 36 days of your date of hire, you must wait until the next open enrollment period to enroll for coverage.



### ***What's Next?***

Please take a few moments to review the literature included in your Enrollment Packet to learn more about your benefit choices. Then, when you're ready to enroll, turn to the back of this brochure for simple enrollment instructions.



## **MEDICAL PLANS**

### **United Healthcare POS Plans**

Available nationwide, United Healthcare Choice Plus plans give you access to a network of physicians, facilities and other health care professionals, including specialists, without designating a Primary Physician or obtaining a referral. You also may choose to seek care outside the network, without a referral. However, you should know that care received from a non-network physician, facility, or other health care professional means a higher deductible and copayment.

#### ***Some of the Important Benefits of the POS Plans:***

- Emergencies are covered anywhere in the world.
- Pap smears are covered.
- Prenatal care is covered.
- Routine check-ups are covered
- Childhood immunizations are covered.
- Mammograms are covered.
- Vision and hearing screenings are covered.

#### ***Access to Programs & Services***

- **Myuhc.com**, register & connect to current, comprehensive information about your benefits & healthcare interest.
- **Health Assessment & Personalized Report** is an online confidential survey that helps assess your overall current state of health with suggestions for health improvement.
- **HealthAllies**, is an innovative approach to saving you and your family money on health care services through discounts. You and your family save 10 to 50 percent on services not covered by any health plan you may have.
- **United Naturally**, a simple-to-use discount program that let's you access a network of credentialed complementary care practitioners. Features: Acupuncture, Massage Therapy, & Nutrition Counseling.
- **Healthy Pregnancy Program**, receive personal support through all stages of pregnancy and delivery. Features include a pregnancy assessment to identify special needs and pregnancy risk factors, 24-hour toll-free number to experienced nurses and customized educational materials.  
[www.healthy-pregnancy.com](http://www.healthy-pregnancy.com)

## **Other Medical Plans**

If you are located at a school that has a different plan please refer to the Benefit Center website to the view benefits summaries for your location. Below is a list of schools that have more than one plan available.

### **Schools and Plans available:**



#### **Dayton Academy & Dayton View**

Anthem Blue Cross  
United Healthcare POS Plans  
Delta Dental POS

#### **Duluth, MN Schools**

MEDICA  
United Healthcare POS Plans  
Delta Dental POS

#### **Lincoln Edison Charter School**

Keystone Central  
United Healthcare POS Plans  
Delta Dental POS

#### **Mariana Bracetti Academy Charter School**

Independence Blue Cross PPO  
Keystone East  
United Healthcare POS Plans  
Delta Dental POS

#### **New Covenant Charter School**

Empire Blue Cross  
United Healthcare POS Plans  
Delta Dental POS

#### **Renaissance Academy/Phoenixville, PA**

IBC Personal Choice 10  
United Healthcare POS Plans  
Delta Dental POS

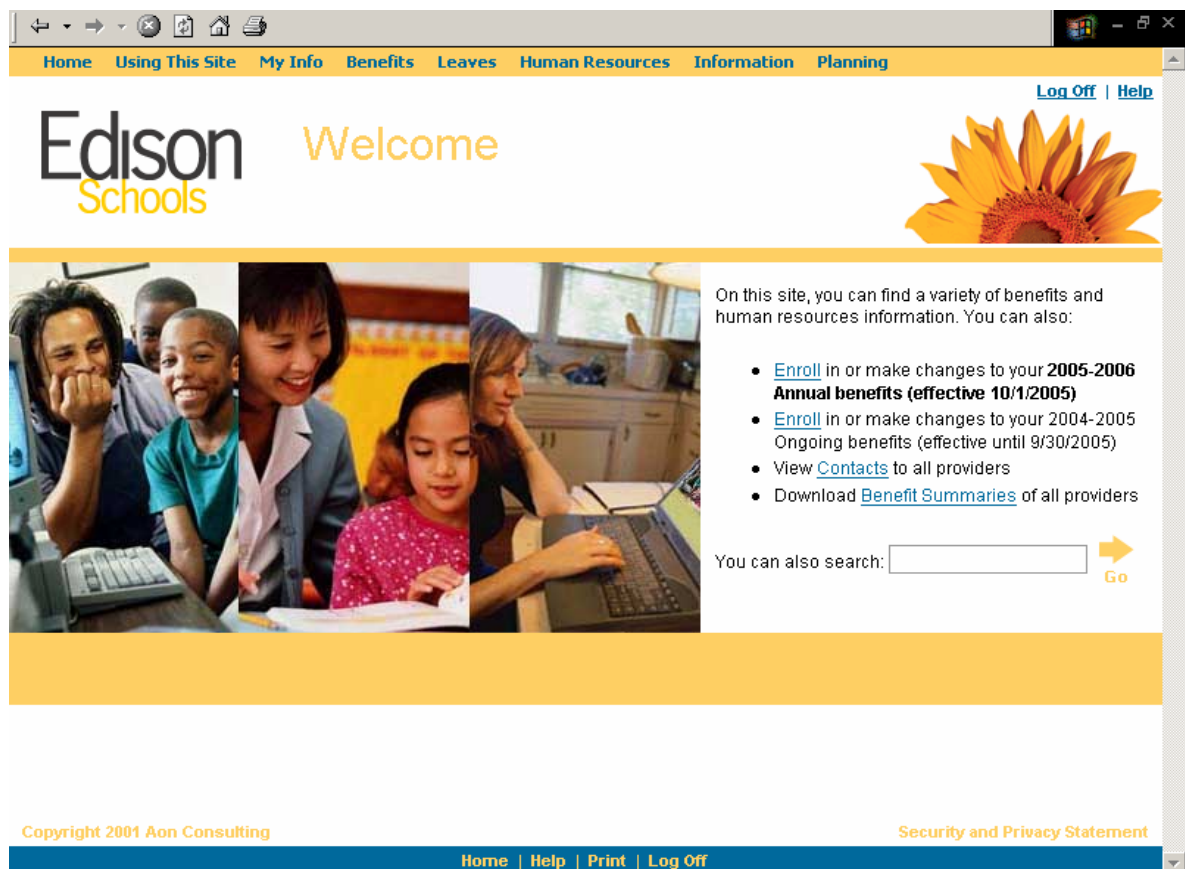
#### **Stepping Stone Academy Charter School**

Community Blue Cross  
United Healthcare POS Plans  
Delta Dental POS

## **BENEFIT SUMMARIES**

Benefit summaries can be accessed via [www.edisonbenefits.selfservicenow.com](http://www.edisonbenefits.selfservicenow.com). Simply click on the Benefits Summaries link (shown below) and select the coverage option you wish to view. Here you can access detailed information, such as deductibles and co-payments, for a variety of services offered under each of Edison's benefit Plans.

The Edison Schools Benefit Center website also contains convenient links to various insurance carrier sites. Visit these sites to obtain information about network providers in your area, including ID numbers and office numbers.



United Healthcare's Choice Plus POS programs give you the freedom to see any Physician or other health care professional from our Network, including specialists, without a referral. With these plans, you will receive the highest level of benefits when you seek care from a network physician, facility, or other health care professional. In addition, you do not have to worry about any claim forms or bills.

You also may choose to seek care outside the Network, without a referral. However, you should know that care received from a non-network physician, facility or other health care professional means a higher deductible and Copayment. In addition, if you choose to seek care outside the Network, UnitedHealthcare only pays a portion of those charges and it is your responsibility to pay the remainder. This amount you are required to pay could be significant. We recommend that you ask the non-network physician or health care professional about their billed charges before you receive care.

	UHC POS 20		UHC POS 15		UHC High Deductible Plan	
BENEFIT HIGHLIGHTS	Network Benefits	Non-Network Benefits	Network Benefits	Non-Network Benefits	Network Benefits	Non-Network Benefits
<b>Annual Deductible</b>						
Individual	None	\$500	\$300	\$500	\$1,100	\$2,200
Family	None	\$1,500	\$900	\$1,500	\$2,200	\$4,400
<b>Annual Out-of-Pocket Maximum</b>	<i>includes deductible</i>	<i>includes deductible</i>	<i>includes deductible</i>	<i>includes deductible</i>	<i>includes deductible</i>	<i>includes deductible</i>
Individual	\$1,200	\$3,000	\$1,800	\$3,000	\$4,400	\$4,400
Family	\$2,400	\$6,000	\$3,600	\$6,000	\$8,800	\$8,800
<b>Maximum Policy Benefit</b> (per covered person)	Unlimited	\$1,000,000	Unlimited	\$1,000,000	Unlimited	\$1,000,000
<b>Prescription Drugs</b>					<b>After Deductible</b>	
Generic - Retail (up to 31 day supply)	\$10	\$10	\$10	\$10	\$10	
Preferred Brand - Retail (up to 31 day supply)	\$20	\$20	\$20	\$20	\$30	70%**
Non-Preferred Brand - Retail (up to 31 day supply)	\$30	\$30	\$30	\$30	\$50	
<b>Generic - Home Delivery</b> (up to 90 day supply)	\$25		\$25		<b>After Deductible</b> \$25	
Preferred Brand - Home Delivery (up to 90 day supply)	\$50	Not Covered	\$50	Not Covered	\$75	Not Covered
Non-Preferred Brand - Home Delivery (up to 90 day supply)	\$75		\$75		\$125	
<b>Physician Office Visit</b>						
Office Visits-Consultant and Physician Services	100% after \$20 per visit	70%**	100% after \$15 per visit	70%**	90%*	70%**
Allergy Treatment/Injections	100% after \$20 per visit	70% per injection**	100% after \$15 per visit	70%** per injection	90%* per injection	70%** per injection
Preventive Care and Immunizations - Children age 19 and younger	100%	70%**	100%	70%**	100%	70%**
Routine Preventive Care for Adults - pap smears, PSA, mammograms	100% after \$20 per visit	70%**	100%	70%**	100%	70%**
<b>Eye Examinations</b> Refractive eye examinations are limited to one every other calendar year.	100% after \$20 per visit	70%**	100% after \$15 per visit	70%**	90%*	70%**

	UHC POS 20		UHC POS 15		UHC High Deductible Plan	
BENEFIT HIGHLIGHTS	Network Benefits	Non-Network Benefits	Network Benefits	Non-Network Benefits	Network Benefits	Non-Network Benefits
<b>Emergency and Urgent Care Services</b>						
<i>Emergency Health Services</i>	100% after \$75 per visit (waived if admitted)	100% after \$75 per visit <i>Prior Notification required if results in Inpatient stay.</i>	100% after \$75 per visit (waived if admitted)	100% after \$75 per visit <i>Prior Notification required if results in Inpatient stay.</i>	90%* <i>Prior Notification required if results in Inpatient stay.</i>	90%* <i>Prior Notification required if results in Inpatient stay.</i>
<i>Urgent Care Center Services</i>	100% after \$35 per visit	70%**	100% after \$35 per visit	70%**	90%*	70%**
<i>Ambulance</i>	100%	100%	100%	100%	90%*	90%*
<b>Maternity Care Services</b>						
<i>Initial Office Visit to Confirm Pregnancy</i>	100% after \$20 per visit	70%**	100% after \$15 per visit	70%**	90%*	70%*
<i>All subsequent Prenatal Visits, Postnatal Visits and Physician's Delivery Charges</i>	100%	70%**	100%	70%**	90%*	70%*
<i>Inpatient Hospital/Birthing Center Charges</i>	100% after \$250 per Inpatient Stay	70%**	90%*	70%**	90%*	70%*
<b>Inpatient Hospital Stay</b>	100% after \$250 per Inpatient Stay	70%**	90%*	70%**	90%*	70%**
<b>Outpatient Surgery, Diagnostic Testing and Therapeutic Services</b>	100%	70%**	90%*	70%**	90%*	70%**
<i>Diagnostic/Therapeutic Lab and X-rays</i>	100%	70%**	100%	70%**	90%*	70%**
<b>Professional Fees for Surgical and Medical Services</b>	100%	70%**	90%*	70%**	90%*	70%**
<b>Dental Services - Accident Only</b> <i>Benefits are available only for dental services provided within 12 months of the accident.</i>	100%	100%	90%*	90%*	90%*	90%*
	<i>Prior Notification required before follow-up treatment begins</i>		<i>Prior Notification required before follow-up treatment begins</i>		<i>Prior Notification required before follow-up treatment begins</i>	
<b>Transplantation Services</b>	100%	70%**  <i>Benefits are limited to \$200,000 per transplant</i>	90%*	70%**  <i>Benefits are limited to \$200,000 per transplant</i>	90%*	70%**  <i>Benefits are limited to \$200,000 per transplant</i>
<b>Durable Medical Equipment</b>  <i>Network and Non-Network Benefits are limited to \$2,500 per calendar year.</i>	100%	<i>Prior Notification required when cost is more than \$1,000</i>	90%*	<i>Prior Notification required when cost is more than \$1,000</i>	90%*	<i>Prior Notification required when cost is more than \$1,000</i>

	UHC POS 20		UHC POS 15		UHC High Deductible Plan	
<b>BENEFIT HIGHLIGHTS</b>	<b>Network Benefits</b>	<b>Non-Network Benefits</b>	<b>Network Benefits</b>	<b>Non-Network Benefits</b>	<b>Network Benefits</b>	<b>Non-Network Benefits</b>
<b>Prosthetic Devices</b> <i>Network and Non-Network Benefits for prosthetic devices are limited to \$2,500 per calendar year</i>	100%	70% **	90% *	70% **	90% *	70% **
<b>Diabetes Equipment and Supplies</b> <i>Equipment and Supplies</i>	100%	70% **	90% *	70% **	90% *	70% **
<i>Diabetes self-management education</i>	100% after \$10 per visit	70% **	100% after \$15 per visit	70% **	90% *	70% **
<b>Infertility Services</b> <i>Office Visit (tests, counseling)-Specialty Physician</i>	100% after \$20 per visit	70% **	100% after \$15 per visit	70% **	90% *	70% **
<i>Treatment/Surgery (Eligible Expenses)</i>	100%	70% **	90% *	70% **	90% *	70% **
<i>Inpatient Facility</i>	100% after \$250 per Inpatient Stay	70% **	90% *	70% **	90% *	70% **
<i>Outpatient Surgical Facility</i>	100%	70% **	90% *	70% **	90% *	70% **
<b>Rehabilitation Services - Outpatient Therapy</b> <i>Network and Non-Network Benefits are limited as follows: 20 visits of physical therapy, 20 visits of occupational therapy, 20 visits of speech therapy, 20 visits of pulmonary rehabilitation, and 36 visits of cardiac rehabilitation per calendar year.</i>	100% after \$20 per visit	70% **	100% after \$15 per visit	70% **	90% *	70% **
<b>Spinal Treatment</b>	100% after \$20 per visit	70% **	100% after \$15 per visit	70% **	90% *	70% **
<b>Mental Health Services</b> <i>Inpatient</i>  <i>Must receive Prior Authorization through the Mental Health/Substance Abuse Designee.</i>	100% after \$250 per Inpatient Stay  <i>Network and Non-Network Benefits are limited to 30 days per calendar year.</i>	70% **	90% *	70% **	90% *	70% **
<i>Outpatient</i>  <i>Must receive Prior Authorization through the Mental Health/Substance Abuse Designee.</i>	100% after \$20 per visit  <i>Network and Non-Network Benefits are limited to 30 visits per calendar year.</i>	70% **	100% after \$15 per visit  <i>Network and Non-Network Benefits are limited to 30 visits per calendar year.</i>	70% **	90% *	70% **
<i>Outpatient Group Therapy – Two group therapy sessions equal one individual session</i>	100% after \$10 per visit	70% **	100% after \$10 per group visit	70% **	90% *	70% *

	UHC POS 20		UHC POS 15		UHC High Deductible Plan	
BENEFIT HIGHLIGHTS	Network Benefits	Non-Network Benefits	Network Benefits	Non-Network Benefits	Network Benefits	Non-Network Benefits
<b>Substance Abuse Rehabilitation</b>						
<i>Inpatient</i>  <i>Must receive Prior Authorization through the Mental Health/Substance Abuse Designee.</i>	100% after \$250 per Inpatient Stay  <i>Network and Non-Network Benefits are limited to 7 days for detoxification, 30 days for rehabilitation</i>	70%**	90%*  <i>Network and Non-Network Benefits are limited to 7 days for detoxification, 30 days for rehabilitation</i>	70%**	90%*  <i>Network and Non-Network Benefits are limited to 7 days for detoxification, 30 days for rehabilitation</i>	70%**
<i>Outpatient</i>  <i>Must receive Prior Authorization through the Mental Health/Substance Abuse Designee.</i>	100% after \$20 per visit  <i>Network and Non-Network Benefits are limited to 60 visits per calendar year.</i>	70%**	100% after \$15 per visit  <i>Network and Non-Network Benefits are limited to 60 visits per calendar year.</i>	70%**	90%*  <i>Network and Non-Network Benefits are limited to 60 visits per calendar year.</i>	70%**
<i>Outpatient Group Therapy – Two group therapy sessions equal one individual session</i>	100% after \$10 per visit	70%**	100% after \$10 per group visit	70%**	90%*	70%**
<b>Home Health Services</b>	100% <i>Network and Non-Network Benefits are limited to 200 visits per calendar year.</i>	70%**	90%* <i>Network and Non-Network Benefits are limited to 60 visits per calendar year.</i>	70%**	90%* <i>Network and Non-Network Benefits are limited to 60 visits per calendar year.</i>	75%**
<b>Hospice Care</b>  <i>Network and Non-Network Benefits are limited to 360 days during the entire period of time a Covered Person is covered under the Policy.</i>	100%	70%**	90%*	70%**	90%*	70%**
<b>Skilled Nursing Facility/Inpatient Rehabilitation Facility Services</b>	100% <i>Network and Non-Network Benefits are limited to 60 days per calendar year.</i>	70%**	90%* <i>Network and Non-Network Benefits are limited to 60 days per calendar year.</i>	70%**	90%* <i>Network and Non-Network Benefits are limited to 60 days per calendar year.</i>	70%**

\* Services are subject to calendar year deductible

\*\* Services are subject to calendar year deductible and reasonable and customary charge limitations.

This Benefit Summary is intended only to highlight your Benefits and should not be relied upon to fully determine coverage. This benefit plan may not cover all of your health care expenses. More complete description of Benefits and the terms under which they are provided are contained in the Certificate of Coverage that you will receive upon enrolling in the Plan.

If this Benefits Summary conflicts in any way with the Policy issued to your employer, the Policy shall prevail.

Where Benefits are subject to day, visit and/or dollar limits, such limits apply to the combined use of Benefits whether in-Network or out-of-Network, except where mandated by state law.

Network Benefits are payable for Covered Health Services provided by or under the direction of your Network physician.

Prior Notification is required for certain services.

### **These Are Only Highlights.**

This summary of Benefits is intended only to highlight your Benefits and should not be relied upon to fully determine coverage. This plan may not cover all your health care expenses. Please refer to the Certificate of Coverage for a complete listing of services, limitations, exclusions and a description of all the terms and conditions of coverage. If this description conflicts in any way with the Certificate of Coverage, the Certificate of Coverage prevails. Terms that are capitalized in the Benefit Summary are defined in the Certificate of Coverage. They can be accessed at [www.edisonbenefits.selfservicenow.com](http://www.edisonbenefits.selfservicenow.com) or on the Edison Common/HR Home Page.

## **DENTAL PLAN**

Edison Schools offers the Delta Dental POS plan. You now have access to two large networks of dentists through DeltaPreferred & DeltaPremier. The DeltaPreferred Network of dentists offers the deepest discounts available under the plan. The DeltaPremier Network offers considerable discounts but benefits are limited to \$3,000 per year. Services from a non-participating dentist are capped at \$1,500 and you may be charged for expenses over Delta's Maximum Plan Allowance. The plan provides benefits for preventive care, basic and major treatment and orthodontics. Your benefits under each plan are shown in the chart below.

### **Summary of services covered and benefits provided under your dental program:**

Dentist Visited	Annual Deductible Per Person	Annual Deductible Per Family	Deductible for Diagnostic and Preventive Services	Annual Maximum Per Person	Orthodontic Lifetime Maximum Per Patient
DeltaPreferred Option	\$100	\$300	waived	unlimited	\$2,000
DeltaPremier	\$100	\$300	waived	\$3,000	\$2,000
Non-Participating	\$100	\$300	waived	\$1,500	\$2,000

The following table illustrates co-payment percentages for each covered procedure in accordance with Delta's payout level: *Note: Percentages are based on applicable Delta allowances and not the dentist's actual fees.\*\**

		DeltaPreferred Option Dentist		DeltaPremier Dentist		Non-Participating Dentist	
Service	Examples of Procedures	Delta	Patient	Delta	Patient	Delta	Patient
Diagnostic	Exam & x-rays	100%	0%	100%	0%	80%	20%
Preventive	Fluoride treatments to age 19, teeth cleaning, sealants to age 14	100%	0%	100%	0%	80%	20%
Basic Restorative	Fillings	100%*	0%	100%*	0%	80%*	20%
Oral Surgery	Extractions	100%*	0%	100%*	0%	80%*	20%
Endodontics	Root canal therapy	100%*	0%	100%*	0%	80%*	20%
Periodontics	Treatment of gum disorders	100%*	0%	100%*	0%	80%*	20%
Prosthodontics	Dentures, bridgework	60%*	40%	60%*	40%	50%*	50%
Major Restorative	Crowns	60%*	40%	60%*	40%	50%*	50%
Orthodontics	Straightening of teeth	50%*	50%	50%*	50%	50%*	50%
Orthodontics is a benefit for eligible employees, spouses and dependent children to age 19.							
Denture Repair	Repair to existing dentures	100%*	0%	100%*	0%	80%*	20%
Denture Relining	Relining existing dentures	100%*	0%	100%*	0%	80%*	20%
TMJ	Temporomandibular joint dysfunction treatment	50%*	50%	50%*	50%	50%*	50%

\* Subject to deductible

\*\* Percentage is based on applicable Delta Allowance or the dentist's actual fee; whichever is less (the Allowed Amount).



## **VISION PLAN**

Edison offer's a vision plan in addition to the vision coverage provided under our medical providers. Vision coverage is through Vision Service Plan (VSP). Vision must be elected separately from medical and dental coverage. There are in-and out-of-network benefits under this plan.



<b>Benefits</b>	<b>Exam and Lenses Frames</b>	<b>Once every 12 months Once every 24 months</b>
	<b>VSP Doctor</b>	<b>Out-of-Network Provider</b>
Exam	Covered in full with \$10 co-pay	up to \$35.00
Single Vision Lenses	Covered in full with \$25 co-pay	up to \$25.00
Bifocal Lenses	Covered in full with \$25 co-pay	up to \$40.00
Trifocal Lenses	Covered in full with \$25 co-pay	up to \$55.00
Lenticular Lenses	Covered in full with \$25 co-pay	up to \$80.00
Frame	A wide selection of frames are covered in full with a \$25 co-pay	up to \$45.00
Contact Lenses (Instead of a complete pair of prescription glasses) Medically Necessary	Covered in full with \$25 co-pay	up to \$210.00
Elective Contact Lenses	up to \$ 105.00 with \$25 co-pay	up to \$105.00
Doctors can also be located on VSP's Web site at <a href="http://www.vsp.com">www.vsp.com</a> or by calling 888-354-4434		

## **FLEXIBLE SPENDING ACCOUNTS (FSA)**

Flexible Benefit Plans allow you to use pre-tax dollars for expenses not covered by your health plans, and for dependent care expenses. Through this plan you can lower your taxes and increase your take-home pay, plus the funds you receive are not taxable. A separate open enrollment for the FSA will be held in the Fall and the plan will be effective January 1, 2006 and runs on a calendar year.





## **LIFE & DISABILITY INSURANCE**

Having adequate Disability and Life Insurance is one of the most important things you can do to protect yourself and your family, regardless of your age. That's why Edison Schools provides basic life, AD&D, short-term disability, and long-term disability coverage to you at no cost

**Basic Life & AD&D Insurance (Paid by Edison Schools):** Both are two times your annual base salary up to \$500,000.

**Short-Term Disability (Paid by Edison Schools):** Salary continuation if you have a medically non-work related short-term disability. STD benefits start on the 5th consecutive workday of disability provided that you have submitted the required medical certification. The amount of benefits paid is equal to 100% of your salary.

You accrue 5.54 hours of STD per pay period to the maximum of 560 hours. STD benefits are offset by any other disability benefits you may receive, such as Worker's Compensation or State Disability.



**Long-Term Disability (Paid by Edison Schools):** 60% of base monthly earnings up to \$10,000 per month after 90 consecutive days of disability.

## **Family Medical Leave Act**

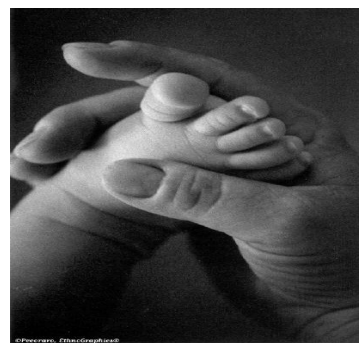
The federal Family and Medical Leave Act of 1993 entitles employees with twelve (12) months or more of service and 1,250 hours of work to receive up to twelve (12) weeks of unpaid leave to care for a newborn or adopted child, seriously ill family member, or for an employee's own serious health condition. The right to leave for a child's birth or an adoption ends twelve months after the birth or adoption.

### **Bereavement Leave**

Death in the immediate family not to exceed five (5) consecutive days per incident. Death of relatives not in the immediate family not to exceed three (3) days.

## **DEPENDENT LIFE INSURANCE**

While we know it is important to have insurance on ourselves, we often overlook the fact that it's worthwhile to have life insurance on all members of our household. The death of a family member could leave you with final expenses or medical bills that need to be paid. Having a moderate amount of life insurance on each member of the family helps ensure that these expenses will be covered.



Edison Schools Dependent Life Insurance Plan gives you the following choices:

**Life Insurance  
for Your  
Spouse**

**\$10,000**

**Life Insurance for Your  
Child(ren)**

**\$5,000 per child**

The \$0.72 premium payment bi-weekly per pay period provides coverage for your entire family – your spouse and each child – regardless of how many children you have.

## **EMPLOYEE ASSISTANCE PROGRAM**

It happens to all of us. There are issues, questions, and problems that come up from time to time – the complications of our busy lives. Fortunately, there's a place to turn for help when you need it. It's **CIGNA's Life Assistance Program**: The program offers answers, information and support for many of the questions and issues you face in your day-to-day life. With just one phone call – or click of a mouse – you can start to gain perspective, peace of mind, and a renewed sense of possibility and purpose.



The Life Assistance Services staff can provide you and your family with extra support to help you with a variety of issues. We'll take the time to educate you so that you are aware of the free resources available to you. **CIGNA's Life Assistance** program offers services designed to help employees reduce stress, balance their work and family responsibilities and improve the quality of their lives. The program consists of resources and referral services, counseling and support services, online information and interactive tools. All services are free, confidential, accessible 24 hours a day, 365 days a year, and available to you and all members of your household.

## **Access to CIGNA's Life Assistance Program**

Log on to access a wealth of information.

[www.CIGNAbehavioral.com/cgi](http://www.CIGNAbehavioral.com/cgi)

Or

Call **CIGNA's Life Assistance** program.

**1-800-538-3543**

## **401(k) USICG**



401(k) enrollment packages are mailed to each employee after they are hired. If you have any questions regarding any of the topics listed below please call 1-866-305-8846 or visit [www.usicg.com](http://www.usicg.com).

- Making Contributions
- Change Contributions
- Withdrawals & Distributions
- Rollovers
- Hardship Withdrawals
- Loans
- Account Statements

## **FINANCIAL RESOURCES**

Offers tools and information on a variety of topics. Learn about financial needs for college or retirement, personal cash flow or net worth, and how to purchase additional life insurance. Also features a convenient way for you to purchase items such as stocks and mutual funds, home mortgages, and various insurance coverage's. Access the benefits website for more information.

*Edison is providing this Web site and the wealth of information included for educational and informational purposes. Edison does not sponsor these services like your other benefits. Edison has neither evaluated nor is endorsing the products or services contained within this site*

## ENROLLING FOR COVERAGE

After you have reviewed Edison's health and welfare Plans, you'll need to decide which benefits to select for yourself and your family. The personalized enrollment worksheet enclosed with this guide shows the Plan options you may elect and the required contributions for each option. Use the worksheet to record your benefit changes/elections. After you have reviewed and completed your worksheet, you can enroll via Internet or phone. Be sure to have the following information ready when you call or log on to the Edison Schools Benefit Center:

- Social Security Numbers for you and your dependents;
- Your Personal Identification Number (PIN), which is the last 4 digits of your Social Security Number;
- Your completed personalized enrollment worksheet;

## HOW TO ENROLL

Completing the enrollment process through the Edison Schools Benefit Center is easy. Follow the instructions below for enrolling in health care benefits, disability, life and AD&D insurance and the Employee Assistance Program.

Through Internet access, you can enroll online. The website is available 24 hours a day, seven days a week and provides quick, simple and efficient enrollment.

If you do not have Internet access, you can call the Edison Schools Benefit Center toll-free at 1-866-740-2227 and speak to a customer service representative.

### Enrolling Online

- Log on to the site at [www.edisonbenefits.selfservicenow.com](http://www.edisonbenefits.selfservicenow.com)
- Enter your social security number as your user name and PIN (last four digits of your social security number).
- Follow the instructions as they appear on your screen.
- Log out once you have completed your elections.



- We recommend you print out a copy of your confirmation before completing your transaction.

If you need further instructions see the last page of this booklet for easy instructions to enroll online.

### Enrolling By Phone

- Call 1-866-740-2227.
- Press 0 to speak to a customer service representative.
- The representative will record your elections.



After you enroll, you will have the opportunity to review your elections before you submit your changes. Shortly after the enrollment period closes, a written confirmation of your benefit elections will be mailed to your home.

## **DETAILED ANNUAL ENROLLMENT INSTRUCTIONS:**

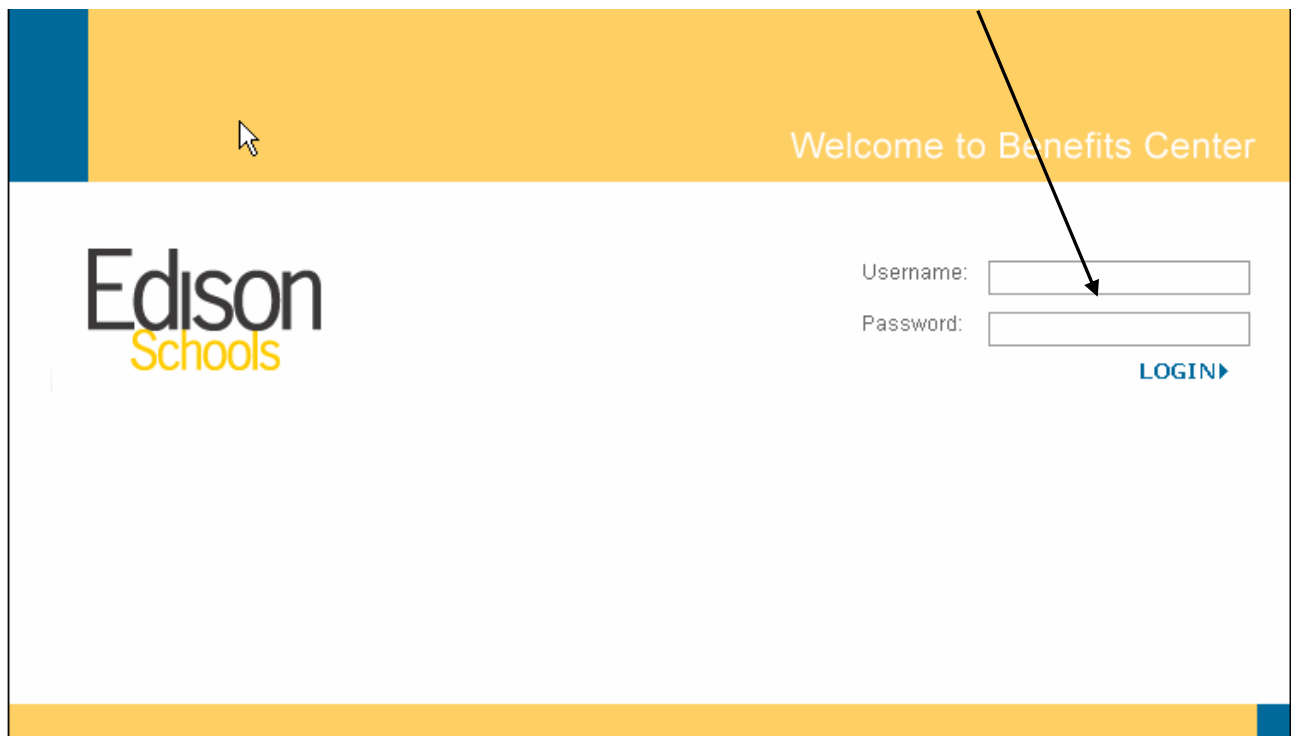
In addition to the online enrollment quick reference provided on the previous page, below are step-by-step instructions on how to navigate through the benefits portal during your enrollment process.

### **STEP 1**

During your election period, Log on to (via the Internet Explorer)  
[www.edisonbenefits.selfservicenow.com](http://www.edisonbenefits.selfservicenow.com)

### **STEP 2**

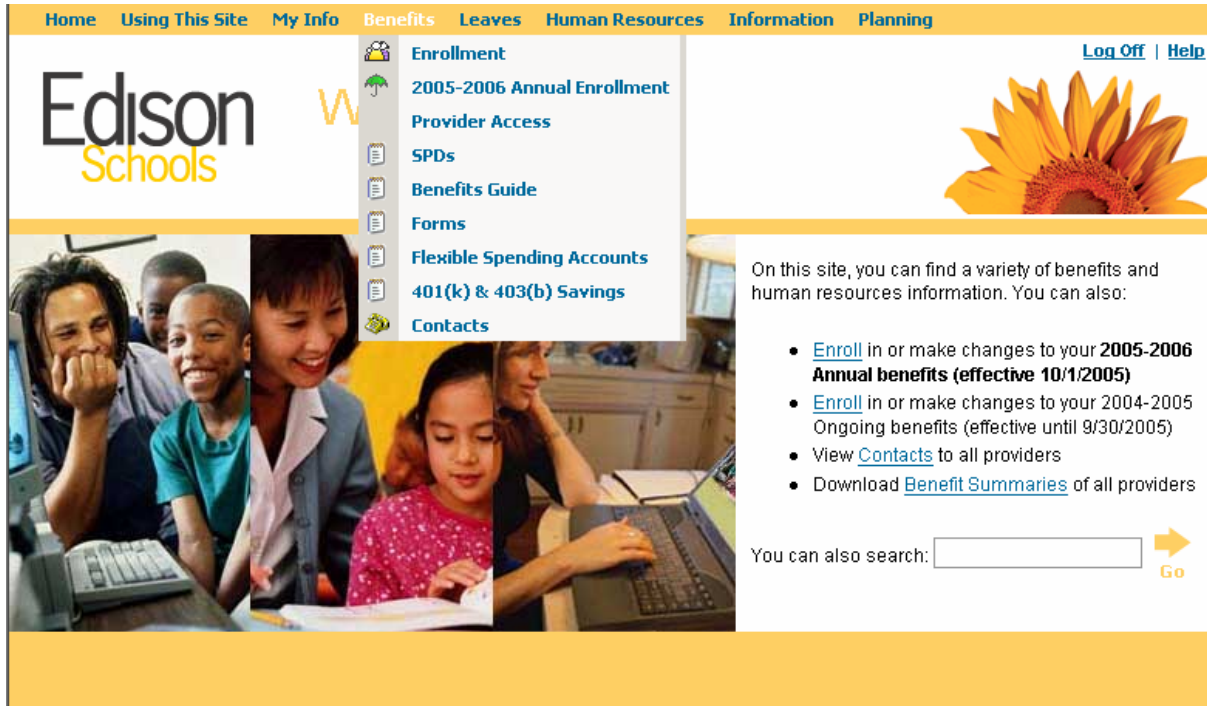
Enter your Social Security Number (no dashes) and Personalized Identification Number (PIN- please refer to your Enrollment Worksheet). Click **“LOGIN”**.



The screenshot shows the login interface for the Edison Schools Benefits Center. The page has a yellow header with the text "Welcome to Benefits Center" on the right. On the left, there is a blue vertical bar and the Edison Schools logo. Below the header, the main content area is white. On the left side of this area is the Edison Schools logo. On the right side, there are two input fields: "Username:" and "Password:". A black arrow points from the top right of the page down to the Username input field. Below the Password field is a blue "LOGIN" button with a right-pointing arrow.

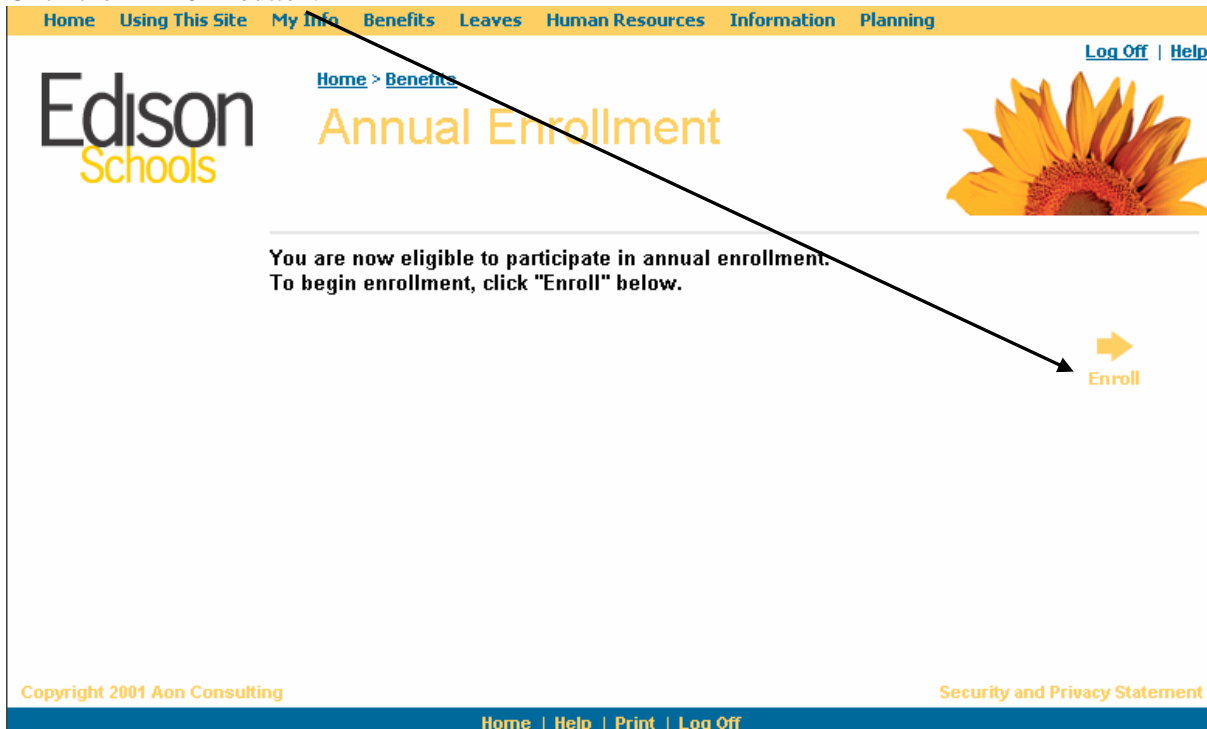
### STEP 3

Click on the first “**Enroll**” link to access your “**2005-2006 Annual benefits**”. You can also click on “**Benefits**” on the top navigational menu and choose “**2005-2006 Annual Enrollment**” option.



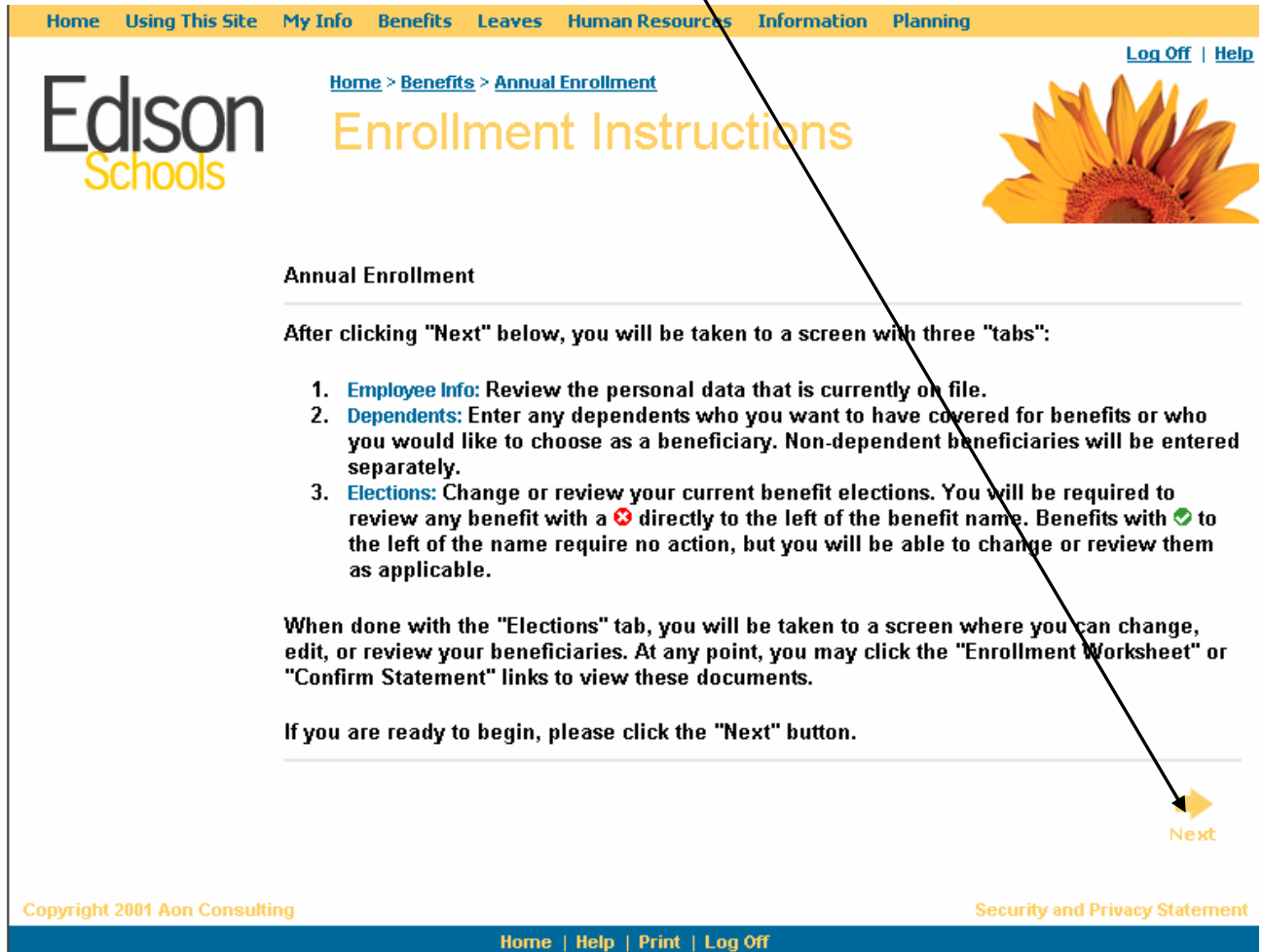
### STEP 4

Click the “**Enroll**” button.



## **STEP 5**

Read the instructions on the Welcome screen before you begin. At any time during the process, you may return to these instructions by clicking the **“Instructions”** link within each subsequent page. Once you have read, and fully understand the instructions, click **“Next”**.




Home Using This Site My Info Benefits Leaves Human Resources Information Planning

Log Off | Help

Home > Benefits > Annual Enrollment

# Edison Schools

## Enrollment Instructions



### Annual Enrollment

After clicking "Next" below, you will be taken to a screen with three "tabs":

1. **Employee Info:** Review the personal data that is currently on file.
2. **Dependents:** Enter any dependents who you want to have covered for benefits or who you would like to choose as a beneficiary. Non-dependent beneficiaries will be entered separately.
3. **Elections:** Change or review your current benefit elections. You will be required to review any benefit with a ✖ directly to the left of the benefit name. Benefits with ✔ to the left of the name require no action, but you will be able to change or review them as applicable.

When done with the "Elections" tab, you will be taken to a screen where you can change, edit, or review your beneficiaries. At any point, you may click the "Enrollment Worksheet" or "Confirm Statement" links to view these documents.

If you are ready to begin, please click the "Next" button.

Next

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Security and Privacy Statement


Home | Help | Print | Log Off

## STEP 6


If the dependent information on your worksheet is incorrect, click on the “**Dependents**” tab, and update or add the dependent information. You must have your dependent’s name, social security number, gender, date of birth, and relationship to the employee in order to complete his or her enrollment.

[Home](#) [Using This Site](#) [My Info](#) [Benefits](#) [Leaves](#) [Human Resources](#) [Information](#) [Planning](#)

[Log Off](#) | [Help](#)

 [Home > Benefits > Annual Enrollment](#)  

# Annual Enrollment Event Actions




1 Employee Info


2 Dependents

3 Elections


Resources: [Instructions](#) | [Enrollment Worksheet](#) | [Confirm Statement](#)

Click on the  beside each section to view your information. You may also click the 'Review/Update Info' link directly to the right of each section heading. If any of the information is incorrect, please contact your HR representative.


When finished, click 'Next' at the bottom of the page to continue.

 Personal Info

[Review/Update Info](#)

 Contact Info

[Review/Update Info](#)

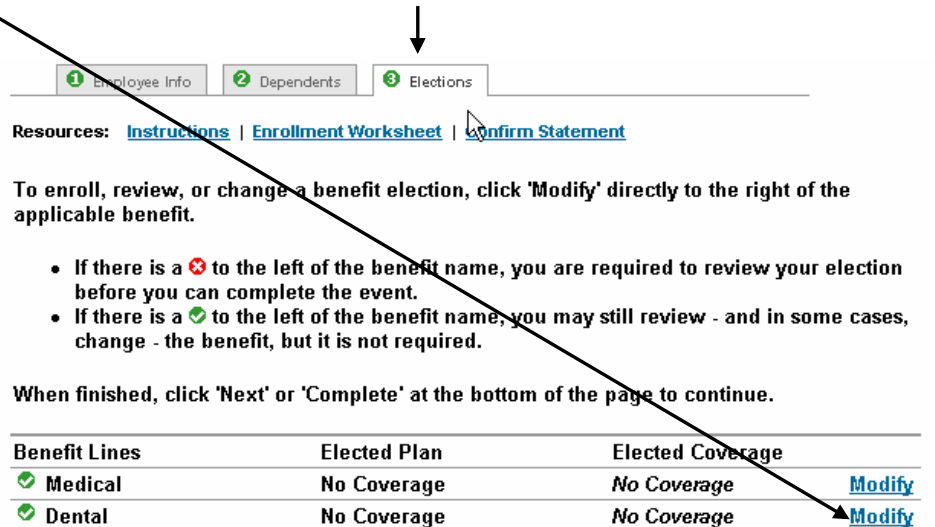
 Work Info

[Review/Update Info](#)





## **STEP 7**

To start your enrollment, click on the “**Elections**” tab. For each benefit you wish to review or change, click “**Modify**”





Resources: [Instructions](#) | [Enrollment Worksheet](#) | [Confirm Statement](#)

To enroll, review, or change a benefit election, click 'Modify' directly to the right of the applicable benefit.

- If there is a  to the left of the benefit name, you are required to review your election before you can complete the event.
- If there is a  to the left of the benefit name, you may still review - and in some cases, change - the benefit, but it is not required.

When finished, click 'Next' or 'Complete' at the bottom of the page to continue.

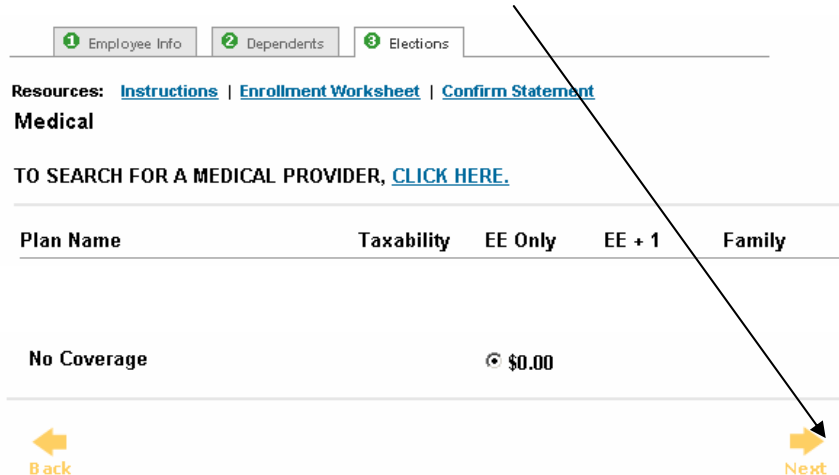
Benefit Lines	Elected Plan	Elected Coverage	
 Medical	No Coverage	No Coverage	<a href="#">Modify</a>
 Dental	No Coverage	No Coverage	<a href="#">Modify</a>

## **STEP 8**

To select a specific plan and coverage level, click on the radio button next to the cost amount that corresponds to your plan and coverage. The plan option is not available if the dollar amount is “grayed out”. If this occurs, please confirm you have entered the appropriate eligible dependents on the dependent tab.

- To search for a medical provider click the “**TO SEARCH FOR A MEDICAL PROVIDER, CLICK HERE**” link. Click the link and follow the on screen instructions.

After making your plan selection, click the “**Next**” button.



Resources: [Instructions](#) | [Enrollment Worksheet](#) | [Confirm Statement](#)

**Medical**

TO SEARCH FOR A MEDICAL PROVIDER, [CLICK HERE](#).

Plan Name	Taxability	EE Only	EE + 1	Family
No Coverage			© \$0.00	

[Back](#) [Next](#)



## STEP 9

If your benefit election requires you to enroll a dependent or choose a Primary Care Physician, click the appropriate link below. When you are finished addressing the applicable Follow-Up step(s), click the **“Complete”** button to proceed. If your election does not require any additional information, you will be automatically directed back to the main election tab.

1 Employee Info

2 Dependents

3 Elections

Resources: [Instructions](#) | [Enrollment Worksheet](#) | [Confirm Statement](#)

Your election is NOT YET SAVED

You must COMPLETE the Follow-Up step(s) below. Please CLICK on the following link(s) to address each one of the outstanding items.

✖ [Dependent Coverage](#)

✔ [Care Physician Collection](#)

Once you have completed the steps, your election will be SAVED AUTOMATICALLY.

Back

Complete

## STEP 10

To review/update your beneficiary elections click **“Next”** from the Elections tab or **“Complete”** at any point in the process. Please print a confirmation of your elections for your records by clicking the **“Confirmation Statement”** link. When you are satisfied with your changes, click the **“Log Off”** link at the top of the screen. You will be able to make changes through the end of your election period. Once your window has closed, you will not be able to make any changes to your enrollment.

Edison  
Schools

Home > Benefits > Annual Enrollment  
Annual Enrollment Event  
Actions

Log Off | Help

Annual Enrollment

To update your beneficiaries, click the link below. If there is a ✖ to the left of the “Beneficiaries” link, you are required to update your beneficiaries before you can complete this event.

When finished, follow the numbered instructions below to finish the enrollment process.

✔ [Beneficiaries](#)

1. REVIEW your [Confirmation Statement](#)

2. PRINT Statement for your records

3. Click complete to save & submit your transaction.

Back

Complete

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Home | Help | Print | Log Off

Security and Privacy Statement



**f. Salary ranges for all employees; and**

**Edison Schools**  
**New Orleans - Broadmoor (LA)**  
**Renewal Model: FY2008 - FY2012**  
**Personnel Summary**

	FY08	FY09	FY10	FY11	FY12
	<b>Salary Range</b>	<b>Salary Range</b>	<b>Salary Range</b>	<b>Salary Range</b>	<b>Salary Range</b>
<u>Classroom Teachers</u>					
Lead Teacher	\$41,017 - \$50,132	\$42,248 - \$51,636	\$43,515 - \$53,186	\$44,821 - \$54,781	\$46,166 - \$56,425
Senior Teacher	\$34,362 - \$41,998	\$35,393 - \$43,258	\$36,455 - \$44,556	\$37,548 - \$45,892	\$38,675 - \$47,269
Teacher	\$31,599 - \$38,621	\$32,547 - \$39,779	\$33,523 - \$40,973	\$34,529 - \$42,202	\$35,565 - \$43,468
Resident	\$29,981 - \$36,643	\$30,880 - \$37,743	\$31,807 - \$38,875	\$32,761 - \$40,041	\$33,744 - \$41,243
<u>Shared Instruction</u>					
Specials Teachers	\$31,599 - \$38,621	\$32,547 - \$39,779	\$33,523 - \$40,973	\$34,529 - \$42,202	\$35,565 - \$43,468
<u>Other Instruction</u>					
Substitutes + Building Subs					
ESL/Bilingual	\$41,017 - \$50,132	\$42,248 - \$51,636	\$43,515 - \$53,186	\$44,821 - \$54,781	\$46,166 - \$56,425
Sped/Sped Services	\$31,599 - \$38,621	\$32,547 - \$39,779	\$33,523 - \$40,973	\$34,529 - \$42,202	\$35,565 - \$43,468
Reading Specialist/Wilson/SFA	\$31,599 - \$38,621	\$32,547 - \$39,779	\$33,523 - \$40,973	\$34,529 - \$42,202	\$35,565 - \$43,468
Instructional Aides	\$15,799 - \$19,310	\$16,273 - \$19,890	\$16,762 - \$20,486	\$17,264 - \$21,101	\$17,782 - \$21,734
Tutors	\$27,000 - \$33,000	\$27,810 - \$33,990	\$28,644 - \$35,010	\$29,504 - \$36,060	\$30,389 - \$37,142
Kindergarten Aides	\$27,000 - \$33,000	\$27,810 - \$33,990	\$28,644 - \$35,010	\$29,504 - \$36,060	\$30,389 - \$37,142
<u>Facility Support</u>					
Lunch Aides	\$7,776 - \$9,504	\$8,009 - \$9,789	\$8,250 - \$10,083	\$8,497 - \$10,385	\$8,752 - \$10,697
School Safety Director / Security	\$29,981 - \$36,643	\$30,880 - \$37,743	\$31,807 - \$38,875	\$32,761 - \$40,041	\$33,744 - \$41,243
<u>Technology Support</u>					
Technology Services Manager	\$41,017 - \$50,132	\$42,248 - \$51,636	\$43,515 - \$53,186	\$44,821 - \$54,781	\$46,166 - \$56,425
Library/Media Specialist	\$34,362 - \$41,998	\$35,393 - \$43,258	\$36,455 - \$44,556	\$37,548 - \$45,892	\$38,675 - \$47,269
Library Support Clerk	\$31,500 - \$38,500	\$32,445 - \$39,655	\$33,418 - \$40,845	\$34,421 - \$42,070	\$35,454 - \$43,332
<u>Administration/Support</u>					
Principal	\$99,000 - \$121,000	\$101,970 - \$124,630	\$105,029 - \$128,369	\$108,180 - \$132,220	\$111,425 - \$136,187
Academy Director	\$72,000 - \$88,000	\$74,160 - \$90,640	\$76,385 - \$93,359	\$78,676 - \$96,160	\$81,037 - \$99,045
Secretary/Office Manager	\$36,900 - \$45,100	\$38,007 - \$46,453	\$39,147 - \$47,847	\$40,322 - \$49,282	\$41,531 - \$50,760
Student Support Manager	\$45,000 - \$55,000	\$46,350 - \$56,650	\$47,741 - \$58,350	\$49,173 - \$60,100	\$50,648 - \$61,903
Nurse/Health Svcs	\$28,800 - \$35,200	\$29,664 - \$36,256	\$30,554 - \$37,344	\$31,471 - \$38,464	\$32,415 - \$39,618
Schools Operations Manager (SOM)	\$72,000 - \$88,000	\$74,160 - \$90,640	\$76,385 - \$93,359	\$78,676 - \$96,160	\$81,037 - \$99,045

**g. Indicate plan for collective bargaining.**

The school does not have plans for its employees to be unionized, but employees will be entitled to organize and engage in collective bargaining to the extent permitted by applicable law.

- 37. Develop a chart that fully describes the school's start-up plan and timeline; the timeline should provide responsible parties and activities that will be required to implement this school plan from approval to opening (February-September 2007).**

Below is the proposed timetable for the implementation of the charter.

<b>Time Period</b>	<b>Task</b>	<b>Responsible Party(ies)</b>
December 2006-July 2007	Secure and oversee the renovation of the AHWCS school facility	Board Facility Committee and Edison Schools
January-February 2007	Recruit and select principal	Board Education Committee and Edison Schools
January-April, 2007	Recruit, enroll, and confirm students	Board Marketing Committee, Principal and Edison Schools
January-April 2007	Recruit and select leadership team (lead teachers, technology services manager, academy director)	Principal and Edison Schools with support from Board Education Committee, as needed
March-June 2007	Recruit and select instructional staff and paraprofessionals	Principal and Edison Schools with support from Board Education Committee, as needed
February-August 2007	Coordinate instructional support services	Principal and Edison Schools
February-August 2007	Conduct community information sessions	Principal and Board Marketing Committee
April-August 2007	Order and deliver instructional materials, including computers and other technology	Edison Schools
March-July 2007	Develop student and teacher schedules	Principal and Edison Schools
May-August 2007	Provide pre-opening professional development	Principal and Edison Schools
May-August 2007	Conduct parent and student back-to-school program	Principal
September 2007	Open the school	Principal, Edison Schools and Board

**38. Provide the cost structure for the services listed below and the company and/or organization providing service; indicate service provider's relative experience in service delivery and relevant qualifications.**

**a. Describe the school's plan for transportation**

The Andrew H. Wilson Charter School is currently in the process of identifying and contracting with a transportation company who will provide transportation to students who live outside of a one mile radius from the school but reside within Orleans Parish. The school has budgeted approximately \$122,000 for transportation services in its first year, which is a conservative estimate based on initial inquiries with local transportation companies. As an alternative, the school may choose to participate in a master transportation service contract through the Recovery School District, which may result in a different cost structure for this service

The number of buses, as well as the locations of bus stops and routes, will be determined based on the needs of the school's student population.

**b. Discuss the school's plan for food service**

AHWCS will enter into a contract with a food service provider to provide students with nutritional programs that comply with all applicable regulations. The School will explore arrangements with private companies providing food services to existing schools and with the local school district and will ensure that the food service provider follows all state guidelines and that the meals meet USDA nutritional requirements.

The School will participate in the Federal Free- and Reduced-Priced breakfast, lunch and snack programs administered by the U.S. Department of Agriculture, and will adhere to all applicable requirements including, but not limited to: meal pricing, determination of eligibility, nutritional value, and reporting requirements. Any and all food service subsidy revenues received from the Federal and State meal programs shall be used exclusively for the purpose of providing meals to eligible students, and for no prohibited purpose. Typically, students from households with incomes at or below 130% of the poverty level are eligible for free meals, while students from households with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals.

**c. Indicate the accessibility and types of health services that will be provided**

AHWCS will comply with all health services requirements applicable to public schools. To the extent possible, AHWCS will provide on-site health care services similar to those services available to children attending district schools, including hiring a nurse, who is funded in the budget and will have responsibility for administering medication to those pupils who require such attention, monitoring of student health and screening for health problems. The nurse will also have responsibility for maintaining student health records and reviewing the health records of all incoming students to ensure that all pupils are properly immunized as required by Louisiana law. Proof of immunization will consist of written certification by a private physician,

his or her representative, or the public health authorities that the student has received the required immunization. Additional health services that will be provided include, among other things:

- Physical examinations upon admittance to the school.
- Vision screening testing for all students.
- Hearing testing for all pupils.
- Annual scoliosis (spinal) screening test for all students 8-16 years of age.
- Maintenance of cumulative health records.
- Emergency care of ill or injured students.
- Compliance with and enforcement of mandatory immunization requirements.
- On site automated external defibrillator (AED) equipment to ensure ready and appropriate access for use during emergencies and shall ensure that a staff member is trained in the operation and use of such equipment for use in the school and at any school-sponsored events at other locations.

AHWCS will store all health records for enrolled students in compliance with all applicable law. The nurse will maintain a list of students requiring daily medication and keep that medication in a locked cabinet in his/her office. The nurse will maintain a database of each student's medication needs and create a schedule for medication administration based on their individual needs. Students will report to the nurse at the daily time specified, and students will only be permitted to take their medication with the nurse's supervision and in conjunction with prescriptions provided by the student's family doctor. If the nurse is not available, the principal, or a staff member designated by the principal, will provide the necessary medication according to instructions provided by the nurse.

AHWCS will also ensure full compliance with applicable regulations by all food service contractors and food service personnel. In addition, the school will have policies in place regarding the storage of hazardous materials on-site and will ensure that its employees are informed that potentially hazardous materials are stored and used in the building and will provide training in the safe usage and disposal of such materials. Recognizing that employees other than those who use such materials in the normal course of business (e.g. art teachers, custodians) may be exposed to hazardous materials, general safety training will be provided to all employees.

In addition, it is important to recognize that school personnel may be exposed to human blood (e.g. in assisting a student who develops a nose bleed). Consequently, all employees will be trained in procedures to minimize the risk of exposure to blood-borne pathogens.



**d. Discuss how the school will handle accounting, payroll and associated back office support**

The AHWCS Board will contract with Edison Schools to provide technical support and management of the school's accounting, payroll and associated back office needs, including grants management and compliance.

Specifically, AHWCS will have an area financial manager (AFM) through its contract with Edison. The AFM will manage AWHCS's finances on a day-to-day basis in accordance with the internal financial controls policy that is adopted by the Board. The AFM will be responsible for managing the banking, petty cash, purchasing, payables, fixed asset, and payroll functions for the proposed school. The AFM will have access to the Lawson system for accounts payable and financial reports, ADP for payroll and HR data entry and SASI, which is Edison's student enrollment software. He or she will determine the budgetary constraints, parameters for financial expenditures, and allocation of funds for the school and will track and be responsible for the school's daily business operations. The AFM will submit regular reports to the Board. Internal financial controls will be based on best practices used in the accounting industry and in compliance with GAAP.

Through its partnership with Edison, AHWCS will also have access to its grants office. Edison's grants office will provide school leadership and charter boards with the following services: grantsmanship; grants management and e-Rate training at teacher and leadership conferences; federal, state and foundation grants research and alerts; grant proposal writing and editing; assistance in the preparation and filing of all E-Rate materials; and management and accounting of funds.

**e. Provide and insurance quote/letter of intent that describes the level of insurance coverage that will be obtained (See *Appendix M* for more information).**

Please see the following letter of intent that describes the level of insurance coverage that will be in place for AHWCS.



December 11, 2006

Constance Yeaton  
Chair  
Broadmoor Charter School Board  
4505 South Clairborne Ave.  
New Orleans, LA 70125

Re: Andrew H. Wilson Charter School insurance

Dear Ms. Yeaton:

As the Vice President, Risk Management for Edison Schools Inc., I have been asked to provide insurance information for Edison's application to manage the Andrew H. Wilson Charter School. In particular, this letter describes insurance that Edison will provide the Charter School as specified in Section 38 e and Appendix M of the application.

Edison will arrange for the following insurance:

1. Workers' Compensation: covering obligations imposed by the State of Louisiana's jurisdiction over Charter Operator's employees while they are acting under the direction of Edison and over Edison's employees. Insurance will include employer's liability insurance with limits of at least \$100,000.
2. Comprehensive General Liability insurance for the Charter Operator's exposure from Edison's acts or omissions with a combined single limit of at least \$1,000,000 per occurrence.
3. Comprehensive Automobile Liability insurance covering the owned, hired, and non-owned vehicles including vehicles used in the performance of the services offered by the school while these vehicles are under Edison's management or control. Comprehensive Automobile Liability insurance will have a combined single limit for bodily injury and property damage of at least \$1,000,000.
4. Property Insurance for the School building and contents, including those purchased by the Charter Operator with state or federal funds. The property insurance will include BESE and/ or the State of Louisiana, as their interests may appear, in order that they may file a claim for any property purchased with state or federal funds.
5. Errors and Omissions Liability insurance of at least \$1,000,000 covering the Charter Operator for liability arising out of the rendering or failure to render professional services in the performance of the Agreement.

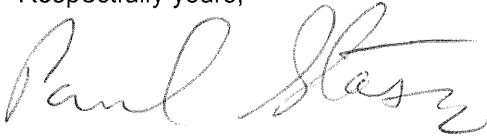
With the exception of the Errors & Omissions policy in paragraph 5, Edison will purchase and manage the insurance as the primary insured with the Charter School as an additional insured. The Charter School will be the primary insured under the Errors & Omissions Policy. This coverage is obtained in a School Leaders Liability program. The insurance includes Error & Omissions coverage and Employment Practices liability coverage.

There are several exposures that are not included in any of the above insurance policies or programs. These exposures relate to incidental general liability, auto liability, workers'

compensation and property loss. These exposures may arise for the Charter Board and for School employees or volunteers when they are not acting under Edison's direction or for activities not related to Edison's management of the School. Edison will help the Board apply for separate insurance policies for the Board for these exposures.

If you have any questions regarding the above, or wish additional information, please let me know.

Respectfully yours,

A handwritten signature in cursive script, reading "Paul Stasz".

Paul Stasz

Vice President  
Risk Management

PS/moi

CC: Ms. Eapen  
Mr. Graff  
Mr. O'Neill

**39. Provide a detailed plan for safety and security for students, school facility and equipment. Include information regarding the type of personnel, technology and/or equipment and policies that will be utilized to ensure a safe environment for students and staff.**

Living in a post-9/11 world and suffering through the catastrophes of Hurricanes Katrina and Rita, our schools have never before experienced such an acute need for planning for man-made and natural disasters. The safety and security for all of our students and staff is of utmost concern for the Andrew H. Wilson Charter School. Working with Edison Schools, AHWCS will put into place policies to ensure a safe and secure learning environment for all members of our school community.

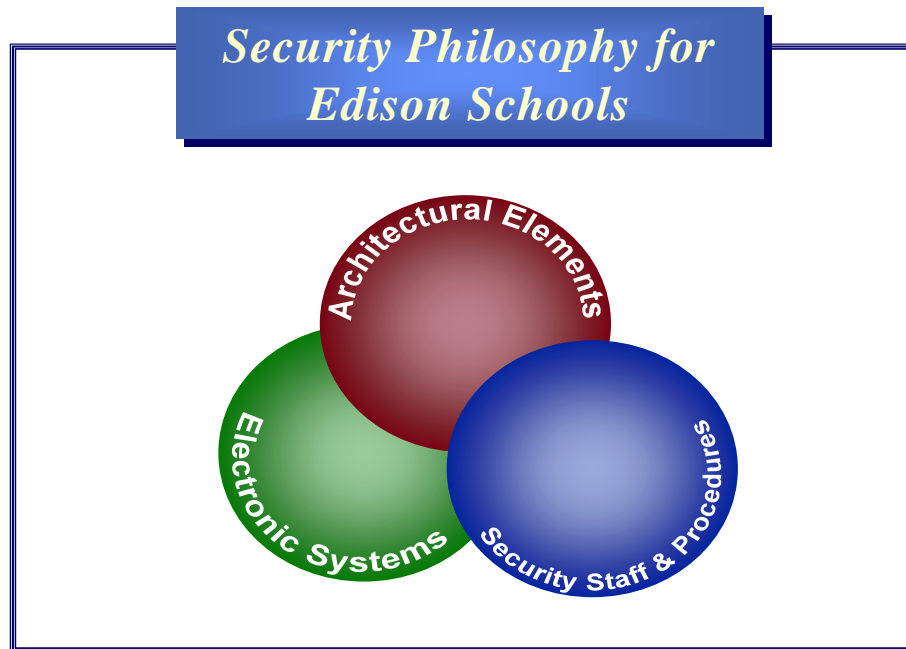
Among the safeguards that will be put into place at AHWCS are the following:

- Monitoring of student arrival and release from the School by designated school staff;
- Video monitoring of entry to School by the school office;
- Securing of all access points to the building;
- Monitoring of hallways and stairways by school staff;
- Maintaining of a relationship with the New Orleans Police and Fire Departments;
- Ongoing assessment of school security needs by a security professional and appropriate follow-up and improvements based on recommendations.

A crisis intervention plan will be developed and all staff will receive training on implementation of the crisis procedures at the beginning of each school year. This plan will be available for use by school staff in case of an emergency situation including, but not limited to, accidents at school, weather-related emergencies, bomb threats, terrorist acts, armed and unarmed intruders, sexual assaults, deaths of community members, and health or medical emergencies.

A sample of a crisis intervention plan is attached as Exhibit 16 for informational purposes. A similar document will be prepared for the School once the School's facility has been secured, as many elements of the plan will be dependent upon the physical layout of the school building. The plan will be thoroughly vetted by security experts and Edison Schools before final presentation to the Board for approval.

AHWCS will be adhering to the security philosophy for all schools that partner with Edison Schools. This philosophy is illustrated in the graphic below. It consists of three overlapping components: Architectural Elements, Electronic Systems, and Security Staff & Procedures. In addition, Edison Schools believes that good policy, training and supervision are critical elements in the management of any effective security/safety program.



Edison Schools also incorporates school/family/community partnerships into its security/safety efforts. The company is committed to being a catalyst for neighborhood revitalization by incorporating the fundamental principles of Community/Problem-Oriented Policing into our school safety plans.

Specifically, Edison Schools performs comprehensive due diligence/background checks on all School employees. In addition, all employees are required to complete Edison's online training in sex abuse awareness and mitigation techniques offered through our partnership with Praesidium, Inc., the leader in this field. Through Edison, our employees will also be offered training and certification in "Non-Violent Crisis Intervention" through Edison's affiliation with CPI (Crisis Prevention Institute). Edison Schools also maintains a 24-hour national 800 hot line service where employees can report suspected acts of malfeasance easily and anonymously. These reports and complaints are investigated by our headquarters staff in Manhattan, consisting of staff from HR, Risk Management and Corporate Compliance.

To further enhance the security/safety posture of the schools we manage, Edison Schools performs sophisticated physical security surveys of its schools and surrounding area. Edison documents the observations made during those surveys/reviews, and offers professional recommendations to ameliorate areas of concern in a prioritized format.

Recommendations to improve and/or enhance building security can include (but not be limited to) the following: Architectural re-design that conforms to the principles of CPTED (Crime Prevention Through Environmental Design); Perimeter Security (i.e., Fencing, Lighting, Signage, etc.); Exterior Target Hardening (i.e., glass break sensors, security monitoring service, door locks, access control through proximity or smart cards, CCTV or DVR – preferably IP based, etc.); Interior Control (i.e., Visitor Controls, Student Control, Metal Detectors if deemed necessary, Motion Detectors, CCTV, key control, etc.).

Edison Schools also maintains detailed emergency plans on its intranet web site called *The Common*. Employees have access to a wide variety of security/safety policies and procedures on the “Risk Management” link. Edison Schools keeps abreast of the latest school safety research and recommendations offered by the U.S. Department of Education, FBI, Secret Service, FEMA, and other recognized sources, and makes that information available on its website. It also offer on-site security/safety training and consultation, and training at our national conferences.

Brian Buggé, CPP, Edison’s Director of Security & School Safety supervises Edison Schools’ security/safety programs nationwide. Mr. Buggé is board certified in Security Management, having attained the distinguished CPP designation (Certified Protection Professional) from the American Society for Industrial Security. He is also certified by the Crisis Prevention Institute as an Instructor in “Non-Violent Crisis Intervention.” Mr. Buggé is also a licensed Private Investigator (NY). In addition, Mr. Buggé is a New York State certified security guard instructor. He also holds the CPO/CPOI certifications (Certified Protection Officer & Instructor) bestowed by the International Foundation for Protection Officers. Mr. Buggé helped form the N/E Chapter of ATAP (Association of Threat Assessment Professionals) and he currently serves on their Board.

Mr. Buggé is a nationally recognized expert on “Community/Problem-Oriented Policing,” having written and lectured on the philosophy nationwide. He was a trainer/consultant for PERF (Police Executive Research Forum), and he was called in to testify before the New York State Senate to advise that body on how it could replicate what he was doing throughout the entire State of New York. *Newsday* (the seventh largest newspaper in America) awarded him their first ever “Civic Spirit Award” for all his efforts in this regard. He also garnered three National Association of Counties “Achievement Awards” and an “Excellence in Education” award issued by the President of the United States and bestowed through the U.S. Department of Education.

Mr. Buggé is a professionally published author and an active member of The Authors Guild, Inc. He is on the faculty of Suffolk County Community College, where he has attained the academic rank of Adjunct Associate Professor, after teaching there for over twenty years. He currently teaches criminal justice courses online at the University of Phoenix. He received his Bachelors Degree in Police Science and Masters Degree in Criminal Justice from John Jay College of Criminal Justice (CUNY).

Clearly, AHWCS through its relationship with Edison Schools will have in place a comprehensive safety plan to ensure the security of its students, facility and property by the time our doors open.

**40. Complete items 1 through 4 listed below for the proposed school.**

- 1. Budget Form 1: Start-up Budget with Assumptions**
- 2. Budget Form 2: First Year Budget with Assumptions**
- 3. Budget Form 3: First Year Monthly Cash Flow Projection with Assumptions for monthly changes**
- 4. Budget Form 4: First Year Budget Plan with Assumptions for yearly changes.**

**The following spreadsheets provide the requested information in items 1-4 above.**

**Start-Up Budget**

	Description	Amount	Assumption
	<b>REVENUES</b>		
1	Start-Up Grants	\$200,000.00	Post-Charter Start-Up Subgrant
2	Other Revenue		School would pursue any additional grants and philanthropy
3	<b>TOTAL REVENUES</b>	<b>\$200,000.00</b>	
	<b>EXPENDITURES</b>		
	<b>Administrative Expenses</b>		
4	Principal	\$36,666.67	March Hire (4 months)
5	Administrative Staff	\$6,833.33	May Hire (2 months)
6	Payroll Taxes	\$4,524.00	For Principal and Administrative Staff early hire
7	Benefits	\$2,650.00	For Principal and Administrative Staff early hire
8	Staff Development	\$12,576.76	Teaching Academy, Edison Leadership Team Training
9	Recruiting/Marketing	\$33,750.00	\$75 per pupil
10	Advertising		
11	<b>Total Administrative</b>	<b>\$97,000.76</b>	
	<b>Supplies and Equipment</b>		
12	Instructional Materials	\$92,250.00	\$205 per pupil
13	Office Supplies	\$9,000.00	
14	Postage/Printing/Copying		
15	Phone System		
16	<b>Total Supplies &amp; Equipment</b>	<b>\$101,250.00</b>	
	<b>Facility</b>		
17	Capital Expenditures		
18	Building Fit-Out		
19	Renovations & Repairs		
20	Rent/Lease		
21	Fixtures & Furnishings		
22	Utilities		
23	Insurance		
24	Security		
	Technology		
25	<b>Total Facility</b>	<b>\$0.00</b>	
	<b>Contractual</b>		
26	Consultants		
27	Legal and Accounting		
28	<b>Total Contractual</b>	<b>\$0.00</b>	
29	<b>TOTAL EXPENDITURES</b>	<b>\$198,250.76</b>	



School Name: **Andrew H. Wilson Charter School**

### Assumptions - First Year Annual Budget

Description		Amount	Assumption
<b>REVENUES:</b>			
<b>REVENUES FROM LOCAL SOURCES</b>			
1	Local Per Pupil Aid	\$ 1,269,639	\$2,879pp times 450 enrollment times 98% attendance rate
2	Earnings on Investments	\$ -	
3	Food Service	\$ 193,049	Food service funding assumed to break-even with food service costs
4	Community Service Activities	\$ -	
	Other Revenue From Local Sources	\$ -	
5	Contributions and Donations	\$ -	
6	Books and Supplies Sold	\$ -	
7	Other Miscellaneous Revenues	\$ -	
8	(additional function codes may need to be added)	\$ -	
9		\$ -	
10	<b>TOTAL REVENUES FROM LOCAL SOURCES</b>	<b>\$ 1,462,688</b>	
<b>REVENUE FROM STATE SOURCES</b>			
	Unrestricted Grants-In-Aid		
11	State Per Pupil Aid	\$ 1,625,526	\$3,686pp times 450 enrollment times 98% attendance rate
12	Other Unrestricted Revenues	\$ 10,006	K-3 Reading and Math at \$29.54pp for K-3 enrollment (300 students) plus LEAP 21 Tutoring at \$152.56 for 10% of 4th grade enrollment (8 students)
	Restricted Grants-In-Aid	\$ -	
13	Education Support Fund (8g)	\$ -	
14	PIP	\$ -	
15	Other Restricted Revenues	\$ -	
16	(additional function codes may need to be added)	\$ -	
17		\$ -	
18	<b>TOTAL REVENUE FROM STATE SOURCES</b>	<b>\$ 1,635,532</b>	

Louisiana laws contain requirements for school district accounting. By law, the Louisiana Accounting and Uniform Governmental Handbook (LAUGH) (Bulletin 1929) is the required accounting manual for local educational agencies. This document can be accessed

	<b>REVENUE FROM FEDERAL SOURCES</b>		
	Unrestricted Grants-In-Aid Direct From the Federal Gov't		
19	Impact Aid Fund	\$ -	
	Restricted Grants-In-Aid Direct From the Federal Gov't		
20	Other Restricted Grants - Direct	\$ 200,000	Post-Charter Year-One Implementation Subgrant
	Restricted Grants-In-Aid From Federal Gov't Thru State		
21	School Food Service	\$ -	
	Special Education		
22	IDEA - Part B	\$ 81,303	\$184.36pp times 450 enrollment times 98% attendance rate
23	IDEA - Preschool	\$ -	
24	Other Special Education Programs	\$ -	
	No Child Left Behind (NCLB)		
25	Title I	\$ 352,306	\$798.88pp times 450 enrollment times 98% attendance rate
26	Title I, Part C - Migrant	\$ -	
27	Title V - Innovative Education Programs	\$ 882	\$2.00pp times 450 enrollment times 98% attendance rate
28	Title IV - Safe and Drug Free Schools / Comm.	\$ 1,323	\$3.00pp times 450 enrollment times 98% attendance rate
29	Title II - Teacher & Principal Training/Recruiting	\$ 110,471	\$250.50pp times 450 enrollment times 98% attendance rate
30	Other IASA Programs	\$ 12,150	\$270.00pp times 450 enrollment times 10% LEP percentage
31	Other Restricted Grants through State	\$ -	
	Revenue For/On Behalf of the LEA		
32	Value of USDA Commodities	\$ -	
33	(additional function codes may need to be added)		
34			
35			
36	<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	<b>\$ 758,434</b>	
	<b>Other Sources of Funds (Provide Detail)</b>		
37	Less 1.78% Admin Fee	\$ (51,597)	-\$117pp times 450 enrollment times 98% attendance rate
38			
39	<b>TOTAL REVENUES AND OTHER SOURCES OF FUNDS</b>	<b>\$ 3,805,058</b>	

School Name: **Andrew H. Wilson Charter School**

### Assumptions - First Year Annual Budget

Description		Amount	Assumption
	<b>EXPENDITURES:</b>		
	<b>I. INSTRUCTION</b>		
	<b>A. Regular Programs - Elementary/Secondary</b>		
	Salaries		
40	Teachers	\$ 880,394	24 teachers (assuming 25 class size)
41	Aides	\$ 165,000	2.5 Tutors plus 3 Kindergarten Aides
42	Substitute Teachers and Aides	\$ 51,859	Number of teachers times 12 days (sick/personal/PD) times \$180 per day
43	Purchased Professional and Technical Services	\$ 6,835	Harris Surveys, Recruiting/Staffing Agency, Conference Fees
44	Repairs and Maintenance Services	\$ 716	Related to office equipment
45	Travel Expense Reimbursement	\$ 18,206	Teacher travel to Edison conferences (regional and national)
	Instructional Supplies		
46	Materials and Supplies (e.g., printed report cards)	\$ 27,612	\$61pp
47	Textbooks/Workbooks	\$ 46,350	\$103pp
48	Equipment	\$ 9,000	\$20pp
49	Miscellaneous Expenditures	\$ 38,250	\$5pp for Field Trips and \$80pp for Property & Casualty Insurance
50	Group Health Insurance	\$ 156,350	\$5,300 per full-time staff
51	Social Security	\$ 68,030	6.20%
52	Medicare	\$ 15,910	1.45%
53	Employer's Contribution to Retirement	\$ -	
54	Unemployment Compensation	\$ 16,459	1.25%
55	Workmen's Compensation	\$ 13,716	1.50%
56	Instructional Stipends	\$ 60,000	
57	Bonus Pool	\$ 26,500	\$1,000 per full-time staff
58	(additional object codes may need to be added)		
59			
60	<b>TOTAL A. Regular Program Expenditures</b>	<b>\$ 1,601,185</b>	
	<b>B. Special Education Programs (Including Summer &amp; Preschool) &amp; Gifted/Talented Programs</b>		
	Salaries		
61	Teachers	\$ 105,329	3 - Sped/Sped Services
62	Therapists (OT,PT,Speech,etc.)	\$ -	
63	Aides	\$ -	
64	Substitute Teachers and Aides	\$ -	
65	Purchased Professional and Technical Services	\$ -	
66	Repairs and Maintenance Services	\$ -	
67	Travel Expense Reimbursement	\$ -	
	Instructional Supplies		
68	Materials and Supplies	\$ 1,107	\$3pp
69	Textbooks/Workbooks	\$ 1,481	\$4pp
70	Equipment	\$ -	
71	Miscellaneous Expenditures	\$ -	
72	Group Health Insurance	\$ 15,900	\$5,300 per full-time staff
73	Social Security	\$ 6,530	6.20%
74	Medicare	\$ 1,527	1.45%
75	Employer's Contribution to Retirement	\$ -	
76	Unemployment Compensation	\$ 1,580	1.25%
77	Workmen's Compensation	\$ 1,317	1.50%
78	Bonus Pool	\$ 3,000	\$1,000 per full-time staff
79	(additional object codes may need to be added)		
80			
81			
82	<b>TOTAL B. Special Education Programs</b>	<b>\$ 137,771</b>	

School Name: **Andrew H. Wilson Charter School**

**Assumptions - First Year Annual Budget**

Description		Amount	Assumption
	<b>C. Other Instructional Programs (Vocational Ed., Special Programs, Adult Ed., and Other Programs)</b>		
	Salaries		
83	Teachers	\$ 80,685	1 - ESL/Bilingual plus 1 - Reading Specialist/Wilson/SFA
84	Aides	\$ -	
85	Substitute Teachers and Aides	\$ -	
86	Purchased Professional and Technical Services	\$ -	
87	Repairs and Maintenance Services	\$ -	
88	Travel Expense Reimbursement	\$ -	
	Instructional Supplies		
89	Materials and Supplies	\$ -	
90	Textbooks/Workbooks	\$ -	
91	Furniture and Equipment	\$ -	
92	Miscellaneous Expenditures	\$ -	
93	Group Health Insurance	\$ 10,600	\$5,300 per full-time staff
94	Social Security	\$ 5,002	6.20%
95	Medicare	\$ 1,170	1.45%
96	Employer's Contribution to Retirement	\$ -	
97	Unemployment Compensation	\$ 1,210	1.25%
98	Workmen's Compensation	\$ 1,009	1.50%
99	Bonus Pool	\$ 2,000	\$1,000 per full-time staff
100	(additional object codes may need to be added)		
101			
102			
103	<b>C. TOTAL Other Instructional Programs</b>	<b>\$ 101,676</b>	
104	<b>TOTAL I. INSTRUCTION</b>	<b>\$ 1,840,632</b>	
	<b>II. SUPPORT SERVICES PROGRAMS</b>		
	<b>A. Pupil Support Services</b>		
105	Child Welfare and Attendance Svcs. (Supervisor/Secretarial)	\$ 50,000	1 - Student Support Manager
106	Guidance Services (Guidance Counselor)	\$ -	
107	Health Services (Nurse)	\$ 32,000	1 - Nurse/Health Svcs
108	Pupil Assessment and Appraisal Services	\$ -	
109	Group Health Insurance	\$ 10,600	\$5,300 per full-time staff
110	Social Security	\$ 5,084	6.20%
111	Medicare	\$ 1,189	1.45%
112	Employer's Contribution to Retirement	\$ -	
113	Unemployment Compensation	\$ 1,230	1.25%
114	Workmen's Compensation	\$ 1,025	1.50%
115	Other Outside Services	\$ 761	\$1.69pp for potential additional counseling, health, psychological or social work reso
116	Bonus Pool	\$ 2,000	\$1,000 per full-time staff
117	(additional object codes may need to be added)		
118	<b>TOTAL A. Pupil Support Services</b>	<b>\$ 103,889</b>	
	<b>B. Instructional Staff Services</b>		
119	Salaries of Directors, Supervisors, Coordinators, ect.	\$ -	
120	Instruction and Curriculum Development Services	\$ -	
121	Travel & Mileage Expense Reimbursement	\$ -	
122	Instructional Staff Training Services	\$ -	
123	School Library Services	\$ -	
124	Group Health Insurance	\$ -	
125	Social Security	\$ -	
126	Medicare	\$ -	
127	Employer's Contribution to Retirement	\$ -	
128	Unemployment Compensation	\$ -	
129	Workmen's Compensation	\$ -	
130	(additional object codes may need to be added)		
131			
132			
133	<b>TOTAL B. Instructional Staff Services</b>	<b>\$ -</b>	

School Name: **Andrew H. Wilson Charter School**

**Assumptions - First Year Annual Budget**

Description		Amount	Assumption
<b>C. General Administration</b>			
Board of Directors			
134	Legal Services	\$ -	
135	Purchased Professional and Technical Services	\$ 40,000	Charter Board G&A
136	Audit Services	\$ 10,000	
137	Insurance (Other than Emp. Benefits)	\$ -	
138	Advertising	\$ -	
139	Travel/Mileage (Board of Directors)	\$ -	
140	Dues and Fees	\$ -	
141	Judgements	\$ -	
142	(additional object codes may need to be added)		
143			
144			
145	<b>TOTAL C. General Administration</b>	<b>\$ 50,000</b>	
<b>D. School Administration</b>			
Salaries			
146	Principals	\$ 110,000	1 FTEs - Principal
147	Assistant Principals	\$ -	
148	Clerical/Secretarial	\$ 41,000	1 FTEs - Secretary/Office Manager
149	Purchased Professional and Technical Services	\$ 286	\$5 per staff
150	Repairs and Maintenance Services	\$ 653	\$1.45pp
151	Rental of Equipment and Vehicles	\$ -	
152	Telephone and Postage	\$ -	
153	Travel Expense Reimbursement	\$ 4,520	Principal travel to Edison conferences (regional and national)
154	Materials and Supplies	\$ 12,371	\$17.49pp
155	Furniture and Equipment	\$ 176	\$0.39pp
156	Dues and Fees (Southern Association, etc.)	\$ 378	\$0.84pp
157	Miscellaneous Expenditures	\$ 5,564	\$12.36pp for teacher recruiting and miscellaneous training, enrollment and financial
158	Group Health Insurance	\$ 10,600	\$5,300 per full-time staff
159	Social Security	\$ 9,362	6.20%
160	Medicare	\$ 2,190	1.45%
161	Employer's Contribution to Retirement	\$ -	
162	Unemployment Compensation	\$ 2,265	1.25%
163	Workmen's Compensation	\$ 1,888	1.50%
164	Stipends	\$ 2,000	Teacher recruiting stipends
165	Bonus Pool	\$ 10,250	\$10,000 per Principal, \$250 per Secretary/Office Manager
166			
167	<b>TOTAL D. School Administration</b>	<b>\$ 213,500</b>	
<b>E. Business Services</b>			
90 Fiscal Services (Internal Auditing, Budgeting, Payroll, Financial and Property Accounting, etc.)			
168	Salaries	\$ 80,000	1 FTEs - Schools Operations Manager (SOM)
169	Purchased Professional and Technical Services	\$ 41,067	Financial Unit Support
170	Technical Services (Bank Charges)	\$ -	
171	Repairs and Maintenance Services	\$ -	
172	Rental of Equipment and Vehicles	\$ -	
173	Postage	\$ 999	\$2.22pp
174	Advertising	\$ 900	\$2.00pp
175	Travel Expense Reimbursement	\$ -	
176	Materials and Supplies	\$ -	
177	Equipment	\$ -	
178	Interest (short-term loans)	\$ -	
179	Miscellaneous Expenditures	\$ -	
180	Group Health Insurance	\$ 5,300	\$5,300 per full-time staff
181	Social Security	\$ 4,960	6.20%
182	Medicare	\$ 1,160	1.45%
183	Employer's Contribution to Retirement	\$ -	
184	Unemployment Compensation	\$ 1,200	1.25%
185	Workmen's Compensation	\$ 1,000	1.50%
186			
187			
188	<b>TOTAL E. Business Services</b>	<b>\$ 136,586</b>	

School Name: **Andrew H. Wilson Charter School**

**Assumptions - First Year Annual Budget**

Description		Amount	Assumption
<b>F. Operation and Maintenance of Plant Services</b>			
189	Salaries (Custodians, Security, Crossing Patrol)	\$ 34,312	1 - School Safety Director / Security
190	Purchased Professional and Technical Services	\$ 50,000	Custodial Services
191	Rental of Equipment and Vehicles	\$ -	
192	Rental of Land	\$ -	
193	Materials and Supplies	\$ -	
194	Gasoline	\$ -	
195	Equipment	\$ 3,147	\$6.99pp
196	Miscellaneous Expenditures	\$ 14,381	\$31.96pp (Alarm Services, etc.)
Operating Buildings			
197	Building Rental/Lease	\$ -	
198	Water/Sewage	\$ 100,000	
199	Disposal Services	\$ 4,538	\$10.08pp
200	Custodial Services	\$ 20,455	\$45.45pp (custodial supplies)
201	Repairs and Maintenance Services	\$ 4,072	\$9.05pp
202	Property Insurance	\$ -	
203	Telephone	\$ 3,361	\$7.47pp (after E-Rate discount)
204	Natural Gas and Electricity	\$ 60,000	
205	Care and Upkeep of Grounds	\$ 10,385	\$23.08pp
206	Care and Upkeep of Equipment	\$ -	
207	Vehicle Operation and Maintenance	\$ -	
208	Group Health Insurance	\$ 5,300	\$5,300 per full-time staff
209	Social Security	\$ 2,127	6.20%
210	Medicare	\$ 498	1.45%
211	Employer's Contribution to Retirement	\$ -	
212	Unemployment Compensation	\$ 515	1.25%
213	Workmen's Compensation	\$ 429	1.50%
214	(additional object codes may need to be added)		
215			
216			
217	<b>TOTAL F. Operation &amp; Maintenance of Plant Services</b>	<b>\$ 313,518</b>	
<b>G. Student Transportation Services</b>			
218	Purchased Professional and Technical Services	\$ 122,250	\$265pp plus \$3,000 for field trips
Regular Transportation Services			
219	Salaries (Bus Driver & Substitutes)	\$ -	
220	Repairs and Maintenance Services	\$ -	
221	Payments in Lieu of Transportation	\$ -	
222	Fleet Insurance	\$ -	
223	Materials and Supplies	\$ -	
224	Gasoline/Diesel	\$ -	
225	Equipment	\$ -	
226	Miscellaneous Expenditures	\$ -	
227	Group Health Insurance	\$ -	
228	Social Security	\$ -	
229	Medicare	\$ -	
230	Employer's Contribution to Retirement	\$ -	
231	Unemployment Compensation	\$ -	
232	Workmen's Compensation	\$ -	
233	(additional object codes may need to be added)		
234			
235			
236	<b>TOTAL G. Student Transportation Services</b>	<b>\$ 122,250</b>	
<b>H. Central Services</b>			
Planning, Research, Development, and Evaluation Svcs.			
237	Purchased Professional and Technical Services	\$ 146,986	Regional General Manager Support and Achievement Advisor Support
238	Fingerprinting and Background Check	\$ 4,450	\$100 per staff
239	Advertising	\$ -	
240	Data Processing Services	\$ -	
241	Group Health Insurance	\$ -	
242	Social Security	\$ -	
243	Medicare	\$ -	
244	Employer's Contribution to Retirement	\$ -	
245	Unemployment Compensation	\$ -	
246	Workmen's Compensation	\$ -	
247	Edison Management Fee	\$ 475,632	Edison Schools Management Fee (at 12.5% of total gross revenue)
248			
249	<b>TOTAL H. Central Services</b>	<b>\$ 627,068</b>	
250	<b>TOTAL II. SUPPORT SERVICE EXPENDITURES</b>	<b>\$ 1,566,810</b>	

School Name: Andrew H. Wilson Charter School

**Assumptions - First Year Annual Budget**

Description		Amount	Assumption
<b>III. OPERATION OF NON-INSTRUCTIONAL SERVICES</b>			
<b>A. Food Service Operations</b>			
251	Salaries	\$ 17,798	2 - Lunch Aides
252	Purchased Property Services	\$ -	
253	Food Service Management	\$ 172,500	\$383.33pp
254	Travel Reimbursement & Mileage	\$ -	
255	Materials and Supplies	\$ 900	\$2.00pp
256	Energy (Gas, Electricity, etc.)	\$ -	
257	Technical Services	\$ -	
258	Food (Purchased & Commodities)	\$ -	
259	Telephone and Postage	\$ -	
260	Equipment	\$ -	
261	Group Health Insurance	\$ -	\$5,300 per full-time staff
262	Social Security	\$ 1,104	6.20%
263	Medicare	\$ 258	1.45%
264	Employer's Contribution to Retirement	\$ -	
265	Unemployment Compensation	\$ 267	1.25%
266	Workmen's Compensation	\$ 222	1.50%
267	(additional object codes may need to be added)	\$ -	
268			
269			
270	<b>TOTAL A. Food Service Operations</b>	<b>\$ 193,049</b>	
<b>B. Community Service Operations (e.g. 4-H programs)</b>			
271	Salaries	\$ -	
272	Materials and Supplies	\$ -	
273	Group Health Insurance	\$ -	
274	Social Security	\$ -	
275	Medicare	\$ -	
276	Employer's Contribution to Retirement	\$ -	
277	Unemployment Compensation	\$ -	
278	Workmen's Compensation	\$ -	
279	(additional object codes may need to be added)	\$ -	
280			
281	<b>TOTAL B. Community Service Operations</b>	<b>\$ -</b>	
282	<b>TOTAL III. OPERATION OF NON-INSTRUCTIONAL SERVICE EXPENDITURES</b>	<b>\$ 193,049</b>	
<b>IV. FACILITY ACQUISITION AND CONSTRUCTION SVCS.</b>			
283	Architect/Engineering Services	\$ -	
284	Construction Services	\$ -	
285	Building Improvements - Renovate/Remodel	\$ -	
286	Equipment	\$ -	
287	Repairs and Maintenance Services	\$ -	
288	(additional object codes may need to be added)	\$ -	
289			
290			
291	<b>TOTAL IV. FACILITY ACQUISITION AND CONSTRUCTION SERVICE EXPENDITURES</b>	<b>\$ -</b>	
<b>V. DEBT SERVICE</b>			
Debt Service		\$ -	
292	Banking Services	\$ -	
293	Interest (long-term)	\$ -	
294	Redemption of Principal	\$ -	
295	Miscellaneous Expenditures	\$ -	
296	(additional object codes may need to be added)	\$ -	
297			
298			
299	<b>TOTAL V. DEBT SERVICE</b>	<b>\$ -</b>	

School Name: Andrew H. Wilson Charter School

### Assumptions - First Year Annual Budget

Description		Amount	Assumption
<b>VI. OTHER FINANCING USES</b>			
<b>TECHNOLOGY</b>			
Salaries			
	Teachers	\$ 83,755	1 - Technology Services Manager and 1 - Library/Media Specialist
	Aides	\$ -	
	Substitute Teachers and Aides	\$ -	
	Purchased Professional and Technical Services	\$ 8,100	Benchmark Assessment
	Repairs and Maintenance Services	\$ 6,997	\$15.55pp
	Travel Expense Reimbursement	\$ 4,356	\$2,500 plus \$1,500 per technology staff
	Supplies & Materials	\$ 20,307	\$45.13pp
	Communications	\$ 6,725	\$14.94pp (after E-Rate discount)
	Equipment	\$ -	
	Miscellaneous Expenditures	\$ 459	\$1.02pp
	Group Health Insurance	\$ 10,600	\$5,300 per full-time staff
	Social Security	\$ 5,193	6.20%
	Medicare	\$ 1,214	1.45%
	Employer's Contribution to Retirement	\$ -	
	Unemployment Compensation	\$ 1,256	1.25%
	Workmen's Compensation	\$ 1,047	1.50%
	Instructional Stipends	\$ -	
	Bonus Pool	\$ 2,000	\$1,000 per full-time staff
	(additional object codes may need to be added)		
302			
303	<b>TOTAL VI. TECHNOLOGY</b>	<b>\$ 152,009</b>	
301	Other Uses of Funds (provide detail)		
300	<b>TOTAL I - VI. ALL EXPENDITURES</b>	<b>\$ 3,752,500</b>	
<b>FUND BALANCES</b>			
	EXCESS (DEFICIENCY) OF REVENUE AND OTHER SOURCES		
304	OVER EXPENDITURES AND OTHER USES	<b>\$ 52,558</b>	

School Name: Andrew H. Wilson Charter School

First Year Annual Budget

Description		Object Code	Function Code	July	August	September	October	November	December	January	February	March	April	May	June	Total	Assumptions
	REVENUES:																
	REVENUES FROM LOCAL SOURCES																
1	Local Per Pupil Aid		1XXX	\$105,803.25	\$105,803.25	\$105,803.25	\$105,803.25	\$105,803.25	\$105,803.25	\$105,803.25	\$105,803.25	\$105,803.25	\$105,803.25	\$105,803.25	\$105,803.25	\$1,269,639.00	Distributed evenly over 12 months
2	Earnings on Investments		15XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	Food Service		16XX	\$0.00	\$0.00	\$19,304.94	\$19,304.94	\$19,304.94	\$19,304.94	\$19,304.94	\$19,304.94	\$19,304.94	\$19,304.94	\$19,304.94	\$19,304.94	\$193,049.43	Distributed evenly over 12 months
4	Community Service Activities		1800	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
	Other Revenue From Local Sources																
5	Contributions and Donations		1920	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
6	Books and Supplies Sold		1940	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
7	Other Miscellaneous Revenues		199X	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
8	(additional function codes may need to be added)															\$0.00	
9																\$0.00	
10	TOTAL REVENUES FROM LOCAL SOURCES			\$105,803.25	\$105,803.25	\$125,108.19	\$125,108.19	\$125,108.19	\$125,108.19	\$125,108.19	\$125,108.19	\$125,108.19	\$125,108.19	\$125,108.19	\$125,108.19	\$1,462,688.43	
	REVENUE FROM STATE SOURCES																
	Unrestricted Grants-In-Aid																
11	State Per Pupil Aid		311X	\$135,460.50	\$135,460.50	\$135,460.50	\$135,460.50	\$135,460.50	\$135,460.50	\$135,460.50	\$135,460.50	\$135,460.50	\$135,460.50	\$135,460.50	\$135,460.50	\$1,625,526.00	Distributed evenly over 12 months
12	Other Unrestricted Revenues		3190	\$833.85	\$833.85	\$833.85	\$833.85	\$833.85	\$833.85	\$833.85	\$833.85	\$833.85	\$833.85	\$833.85	\$833.85	\$10,006.20	Distributed evenly over 12 months
	Restricted Grants-In-Aid																
13	Education Support Fund (8g)		3220	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
14	PIP		3230	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
15	Other Restricted Revenues		3290	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
16	(additional function codes may need to be added)															\$0.00	
17																\$0.00	
18	TOTAL REVENUE FROM STATE SOURCES			\$136,294.35	\$136,294.35	\$136,294.35	\$136,294.35	\$136,294.35	\$136,294.35	\$136,294.35	\$136,294.35	\$136,294.35	\$136,294.35	\$136,294.35	\$136,294.35	\$1,635,532.20	

Louisiana laws contain requirements for school district accounting. By law, theLouisiana Accounting and Uniform Governmental Handbook (LAUGH) (Bulletin 1929) is the required accounting manual for local educational agencies. This document can be accesse

	REVENUE FROM FEDERAL SOURCES																
	Unrestricted Grants-In-Aid Direct From the Federal Gov't																
19	Impact Aid Fund		4110	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
	Restricted Grants-In-Aid Direct From the Federal Gov't																
20	Other Restricted Grants - Direct		4390	\$0.00	\$0.00	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00	\$200,000.00	Distributed evenly over 12 months
	Restricted Grants-In-Aid From Federal Gov't Thru State																
21	School Food Service		4515	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
	Special Education																
22	IDEA - Part B		4531	\$0.00	\$0.00	\$8,130.28	\$8,130.28	\$8,130.28	\$8,130.28	\$8,130.28	\$8,130.28	\$8,130.28	\$8,130.28	\$8,130.28	\$8,130.28	\$81,302.76	Distributed evenly over 12 months
23	IDEA - Preschool		4532	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
24	Other Special Education Programs		4535	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
	No Child Left Behind (NCLB)																
25	Title I		4541	\$0.00	\$0.00	\$35,230.61	\$35,230.61	\$35,230.61	\$35,230.61	\$35,230.61	\$35,230.61	\$35,230.61	\$35,230.61	\$35,230.61	\$35,230.61	\$352,306.08	Distributed evenly over 12 months
26	Title I, Part C - Migrant		4542	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
27	Title V - Innovative Education Programs		4543	\$0.00	\$0.00	\$88.20	\$88.20	\$88.20	\$88.20	\$88.20	\$88.20	\$88.20	\$88.20	\$88.20	\$88.20	\$882.00	Distributed evenly over 12 months
28	Title IV - Safe and Drug Free Schools / Comm.		4544	\$0.00	\$0.00	\$132.30	\$132.30	\$132.30	\$132.30	\$132.30	\$132.30	\$132.30	\$132.30	\$132.30	\$132.30	\$1,323.00	Distributed evenly over 12 months
29	Title II - Teacher & Principal Training/Recuiting		4545	\$0.00	\$0.00	\$11,047.05	\$11,047.05	\$11,047.05	\$11,047.05	\$11,047.05	\$11,047.05	\$11,047.05	\$11,047.05	\$11,047.05	\$11,047.05	\$110,470.50	Distributed evenly over 12 months
30	Other IASA Programs		4546	\$0.00	\$0.00	\$1,215.00	\$1,215.00	\$1,215.00	\$1,215.00	\$1,215.00	\$1,215.00	\$1,215.00	\$1,215.00	\$1,215.00	\$1,215.00	\$12,150.00	Distributed evenly over 12 months
31	Other Restricted Grants through State		4590	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
	Revenue For/On Behalf of the LEA																
32	Value of USDA Commodities		4920	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
33	(additional function codes may need to be added)															\$0.00	
34																\$0.00	
35																\$0.00	
36	TOTAL REVENUE FROM FEDERAL SOURCES			\$0.00	\$0.00	\$75,843.43	\$75,843.43	\$75,843.43	\$75,843.43	\$75,843.43	\$75,843.43	\$75,843.43	\$75,843.43	\$75,843.43	\$75,843.43	\$758,434.34	
	Other Sources of Funds (Provide Detail)																
37	Less 1.78% Admin Fee		5XXX	(\$4,299.75)	(\$4,299.75)	(\$4,299.75)	(\$4,299.75)	(\$4,299.75)	(\$4,299.75)	(\$4,299.75)	(\$4,299.75)	(\$4,299.75)	(\$4,299.75)	(\$4,299.75)	(\$4,299.75)	(\$51,597.00)	Distributed evenly over 12 months
38																\$0.00	
39	TOTAL REVENUES AND OTHER SOURCES OF FUNDS			\$237,797.85	\$237,797.85	\$332,946.23	\$332,946.23	\$332,946.23	\$332,946.23	\$332,946.23	\$332,946.23	\$332,946.23	\$332,946.23	\$332,946.23	\$332,946.23	\$3,805,057.97	



First Year Annual Budget

Description		Object Code	Function Code	July	August	September	October	November	December	January	February	March	April	May	June	Total	Assumptions
	EXPENDITURES:																
	I. INSTRUCTION																
	A. Regular Programs - Elementary/Secondary																
	Salaries																
40	Teachers	112	1100	\$73,366.15	\$73,366.15	\$73,366.15	\$73,366.15	\$73,366.15	\$73,366.15	\$73,366.15	\$73,366.15	\$73,366.15	\$73,366.15	\$73,366.15	\$73,366.15	\$880,393.84	Distributed evenly over 12 months
41	Aides	115	1100	\$13,750.00	\$13,750.00	\$13,750.00	\$13,750.00	\$13,750.00	\$13,750.00	\$13,750.00	\$13,750.00	\$13,750.00	\$13,750.00	\$13,750.00	\$13,750.00	\$165,000.00	Distributed evenly over 12 months
42	Substitute Teachers and Aides	123	1100	\$0.00	\$0.00	\$5,185.91	\$5,185.91	\$5,185.91	\$5,185.91	\$5,185.91	\$5,185.91	\$5,185.91	\$5,185.91	\$5,185.91	\$5,185.91	\$51,859.07	Distributed evenly over 10 months (Sept-June)
43	Purchased Professional and Technical Services	300	1100	\$569.55	\$569.55	\$569.55	\$569.55	\$569.55	\$569.55	\$569.55	\$569.55	\$569.55	\$569.55	\$569.55	\$569.55	\$6,834.62	Distributed evenly over 12 months
44	Repairs and Maintenance Services	430	1100	\$0.00	\$65.05	\$65.05	\$65.05	\$65.05	\$65.05	\$65.05	\$65.05	\$65.05	\$65.05	\$65.05	\$65.05	\$715.50	Distributed evenly over 11 months (Aug-June)
45	Travel Expense Reimbursement	582	1100	\$1,517.13	\$1,517.13	\$1,517.13	\$1,517.13	\$1,517.13	\$1,517.13	\$1,517.13	\$1,517.13	\$1,517.13	\$1,517.13	\$1,517.13	\$1,517.13	\$18,205.52	Distributed evenly over 12 months
	Instructional Supplies																
46	Materials and Supplies (e.g., printed report cards)	610	1100	\$5,591.43	\$5,591.43	\$5,591.43	\$4,141.80	\$1,380.60	\$517.73	\$517.73	\$517.73	\$517.73	\$517.73	\$517.73	\$2,208.96	\$27,612.00	Approximately 75% distributed in July-Oct
47	Textbooks/Workbooks	642	1100	\$9,385.88	\$9,385.88	\$9,385.88	\$6,952.50	\$2,317.50	\$869.06	\$869.06	\$869.06	\$869.06	\$869.06	\$869.06	\$3,708.00	\$46,350.00	Approximately 75% distributed in July-Oct
48	Equipment	730	1100	\$750.00	\$750.00	\$750.00	\$750.00	\$750.00	\$750.00	\$750.00	\$750.00	\$750.00	\$750.00	\$750.00	\$750.00	\$9,000.00	Distributed evenly over 12 months
49	Miscellaneous Expenditures	890	1100	\$3,187.50	\$3,187.50	\$3,187.50	\$3,187.50	\$3,187.50	\$3,187.50	\$3,187.50	\$3,187.50	\$3,187.50	\$3,187.50	\$3,187.50	\$3,187.50	\$38,250.00	Distributed evenly over 12 months
50	Group Health Insurance	210	1100	\$13,029.17	\$13,029.17	\$13,029.17	\$13,029.17	\$13,029.17	\$13,029.17	\$13,029.17	\$13,029.17	\$13,029.17	\$13,029.17	\$13,029.17	\$13,029.17	\$156,350.00	Distributed evenly over 12 months
51	Social Security	220	1100	\$5,669.14	\$5,669.14	\$5,669.14	\$5,669.14	\$5,669.14	\$5,669.14	\$5,669.14	\$5,669.14	\$5,669.14	\$5,669.14	\$5,669.14	\$5,669.14	\$68,029.68	Distributed evenly over 12 months
52	Medicare	225	1100	\$1,325.85	\$1,325.85	\$1,325.85	\$1,325.85	\$1,325.85	\$1,325.85	\$1,325.85	\$1,325.85	\$1,325.85	\$1,325.85	\$1,325.85	\$1,325.85	\$15,910.17	Distributed evenly over 12 months
53	Employer's Contribution to Retirement	23X	1100	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
54	Unemployment Compensation	250	1100	\$1,371.57	\$1,371.57	\$1,371.57	\$1,371.57	\$1,371.57	\$1,371.57	\$1,371.57	\$1,371.57	\$1,371.57	\$1,371.57	\$1,371.57	\$1,371.57	\$16,458.79	Distributed evenly over 12 months
55	Workmen's Compensation	260	1100	\$1,142.97	\$1,142.97	\$1,142.97	\$1,142.97	\$1,142.97	\$1,142.97	\$1,142.97	\$1,142.97	\$1,142.97	\$1,142.97	\$1,142.97	\$1,142.97	\$13,715.66	Distributed evenly over 12 months
56	Instructional Stipends			\$0.00	\$0.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$60,000.00	Distributed evenly over 10 months (Sept-June)
57	Bonus Pool			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$26,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$26,500.00	Paid in December
58	(additional object codes may need to be added)															\$0.00	
59																\$0.00	
60	TOTAL A. Regular Program Expenditures			\$130,656.33	\$130,721.37	\$141,907.28	\$138,024.27	\$130,628.07	\$154,816.76	\$128,316.76	\$128,316.76	\$128,316.76	\$128,316.76	\$128,316.76	\$132,846.93	\$1,601,184.84	
	B. Special Education Programs (Including Summer & Preschool) & Gifted/Talented Programs																
	Salaries																
61	Teachers	112	1210	\$8,777.45	\$8,777.45	\$8,777.45	\$8,777.45	\$8,777.45	\$8,777.45	\$8,777.45	\$8,777.45	\$8,777.45	\$8,777.45	\$8,777.45	\$8,777.45	\$105,329.45	Distributed evenly over 12 months
62	Therapists (OT,PT,Speech,etc.)	113	1210	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
63	Aides	115	1210	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
64	Substitute Teachers and Aides	123	1210	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
65	Purchased Professional and Technical Services	300	1210	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
66	Repairs and Maintenance Services	430	1210	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
67	Travel Expense Reimbursement	582	1210	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
	Instructional Supplies																
68	Materials and Supplies	610	1210	\$224.17	\$224.17	\$224.17	\$166.05	\$55.35	\$20.76	\$20.76	\$20.76	\$20.76	\$20.76	\$20.76	\$88.56	\$1,107.00	Approximately 75% distributed in July-Oct
69	Textbooks/Workbooks	642	1210	\$299.80	\$299.80	\$299.80	\$222.08	\$74.03	\$27.76	\$27.76	\$27.76	\$27.76	\$27.76	\$27.76	\$118.44	\$1,480.50	Approximately 75% distributed in July-Oct
70	Equipment	730	1210	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
71	Miscellaneous Expenditures	890	1210	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
72	Group Health Insurance	210	1200	\$1,325.00	\$1,325.00	\$1,325.00	\$1,325.00	\$1,325.00	\$1,325.00	\$1,325.00	\$1,325.00	\$1,325.00	\$1,325.00	\$1,325.00	\$1,325.00	\$15,900.00	Distributed evenly over 12 months
73	Social Security	220	1200	\$544.20	\$544.20	\$544.20	\$544.20	\$544.20	\$544.20	\$544.20	\$544.20	\$544.20	\$544.20	\$544.20	\$544.20	\$6,530.43	Distributed evenly over 12 months
74	Medicare	225	1200	\$127.27	\$127.27	\$127.27	\$127.27	\$127.27	\$127.27	\$127.27	\$127.27	\$127.27	\$127.27	\$127.27	\$127.27	\$1,527.28	Distributed evenly over 12 months
75	Employer's Contribution to Retirement	23X	1200	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
76	Unemployment Compensation	250	1200	\$131.66	\$131.66	\$131.66	\$131.66	\$131.66	\$131.66	\$131.66	\$131.66	\$131.66	\$131.66	\$131.66	\$131.66	\$1,579.94	Distributed evenly over 12 months
77	Workmen's Compensation	260	1200	\$109.72	\$109.72	\$109.72	\$109.72	\$109.72	\$109.72	\$109.72	\$109.72	\$109.72	\$109.72	\$109.72	\$109.72	\$1,316.62	Distributed evenly over 12 months
78	Bonus Pool			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,000.00	Paid in December
79	(additional object codes may need to be added)															\$0.00	
80																\$0.00	
81																\$0.00	

First Year Annual Budget

Description		Object Code	Function Code	July	August	September	October	November	December	January	February	March	April	May	June	Total	Assumptions
82	TOTAL B. Special Education Programs			\$11,539.28	\$11,539.28	\$11,539.28	\$11,403.43	\$11,144.68	\$14,063.83	\$11,063.83	\$11,063.83	\$11,063.83	\$11,063.83	\$11,063.83	\$11,222.31	\$137,771.22	
	C. Other Instructional Programs (Vocational Ed., Special Programs, Adult Ed., and Other Programs)																
	Salaries																
83	Teachers	112	Varies	\$6,723.73	\$6,723.73	\$6,723.73	\$6,723.73	\$6,723.73	\$6,723.73	\$6,723.73	\$6,723.73	\$6,723.73	\$6,723.73	\$6,723.73	\$6,723.73	\$80,684.78	Distributed evenly over 12 months
84	Aides	115	Varies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
85	Substitute Teachers and Aides	123	Varies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
86	Purchased Professional and Technical Services	300	Varies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
87	Repairs and Maintenance Services	430	Varies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
88	Travel Expense Reimbursement	582	Varies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
	Instructional Supplies																
89	Materials and Supplies	610	Varies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
90	Textbooks/Workbooks	642	Varies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
91	Furniture and Equipment	73X	Varies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
92	Miscellaneous Expenditures	890	Varies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
93	Group Health Insurance	210	Varies	\$883.33	\$883.33	\$883.33	\$883.33	\$883.33	\$883.33	\$883.33	\$883.33	\$883.33	\$883.33	\$883.33	\$883.33	\$10,600.00	Distributed evenly over 12 months
94	Social Security	220	Varies	\$416.87	\$416.87	\$416.87	\$416.87	\$416.87	\$416.87	\$416.87	\$416.87	\$416.87	\$416.87	\$416.87	\$416.87	\$5,002.46	
95	Medicare	225	Varies	\$97.49	\$97.49	\$97.49	\$97.49	\$97.49	\$97.49	\$97.49	\$97.49	\$97.49	\$97.49	\$97.49	\$97.49	\$1,169.93	Distributed evenly over 12 months
96	Employer's Contribution to Retirement	23X	Varies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
97	Unemployment Compensation	250	Varies	\$100.86	\$100.86	\$100.86	\$100.86	\$100.86	\$100.86	\$100.86	\$100.86	\$100.86	\$100.86	\$100.86	\$100.86	\$1,210.27	Distributed evenly over 12 months
98	Workmen's Compensation	260	Varies	\$84.05	\$84.05	\$84.05	\$84.05	\$84.05	\$84.05	\$84.05	\$84.05	\$84.05	\$84.05	\$84.05	\$84.05	\$1,008.56	Distributed evenly over 12 months
99	Bonus Pool			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	Paid in December
	(additional object codes may need to be added)															\$0.00	
100																\$0.00	
101																\$0.00	
102																\$0.00	
103	C. TOTAL Other Instructional Programs			\$8,306.33	\$8,306.33	\$8,306.33	\$8,306.33	\$8,306.33	\$10,306.33	\$8,306.33	\$8,306.33	\$8,306.33	\$8,306.33	\$8,306.33	\$8,306.33	\$101,676.00	
104	TOTAL I. INSTRUCTION			\$150,501.94	\$150,566.98	\$161,752.89	\$157,734.04	\$150,079.09	\$179,186.92	\$147,686.92	\$147,686.92	\$147,686.92	\$147,686.92	\$147,686.92	\$152,375.58	\$1,840,632.06	
	II. SUPPORT SERVICES PROGRAMS																
	A. Pupil Support Services																
105	Child Welfare and Attendance Svcs. (Supervisor/Secretarial)	Varies	21XX	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$50,000.00	Distributed evenly over 12 months
106	Guidance Services (Guidance Counselor)	Varies	21XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
107	Health Services (Nurse)	Varies	21XX	\$2,666.67	\$2,666.67	\$2,666.67	\$2,666.67	\$2,666.67	\$2,666.67	\$2,666.67	\$2,666.67	\$2,666.67	\$2,666.67	\$2,666.67	\$2,666.67	\$32,000.00	Distributed evenly over 12 months
108	Pupil Assessment and Appraisal Services	Varies	21XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
109	Group Health Insurance	210	21XX	\$883.33	\$883.33	\$883.33	\$883.33	\$883.33	\$883.33	\$883.33	\$883.33	\$883.33	\$883.33	\$883.33	\$883.33	\$10,600.00	Distributed evenly over 12 months
110	Social Security	220	21XX	\$423.67	\$423.67	\$423.67	\$423.67	\$423.67	\$423.67	\$423.67	\$423.67	\$423.67	\$423.67	\$423.67	\$423.67	\$5,084.00	Distributed evenly over 12 months
111	Medicare	225	21XX	\$99.08	\$99.08	\$99.08	\$99.08	\$99.08	\$99.08	\$99.08	\$99.08	\$99.08	\$99.08	\$99.08	\$99.08	\$1,189.00	Distributed evenly over 12 months
112	Employer's Contribution to Retirement	23X	21XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
113	Unemployment Compensation	250	21XX	\$102.50	\$102.50	\$102.50	\$102.50	\$102.50	\$102.50	\$102.50	\$102.50	\$102.50	\$102.50	\$102.50	\$102.50	\$1,230.00	Distributed evenly over 12 months
114	Workmen's Compensation	260	21XX	\$85.42	\$85.42	\$85.42	\$85.42	\$85.42	\$85.42	\$85.42	\$85.42	\$85.42	\$85.42	\$85.42	\$85.42	\$1,025.00	Distributed evenly over 12 months
115	Other Outside Services			\$63.38	\$63.38	\$63.38	\$63.38	\$63.38	\$63.38	\$63.38	\$63.38	\$63.38	\$63.38	\$63.38	\$63.38	\$760.50	Distributed evenly over 12 months
116	Bonus Pool			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	Paid in December
117																\$0.00	
118	TOTAL A. Pupil Support Services			\$8,490.71	\$8,490.71	\$8,490.71	\$8,490.71	\$8,490.71	\$10,490.71	\$8,490.71	\$8,490.71	\$8,490.71	\$8,490.71	\$8,490.71	\$8,490.71	\$103,888.50	
	B. Instructional Staff Services																
119	Salaries of Directors, Supervisors, Coordinators, ect.	111	22XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
120	Instruction and Curriculum Development Services	Varies	22XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
121	Travel & Mileage Expense Reimbursement	58X	22XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
122	Instructional Staff Training Services	Varies	2230	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
123	School Library Services	Varies	22XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
124	Group Health Insurance	210	22XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
125	Social Security	220	22XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
126	Medicare	225	22XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
127	Employer's Contribution to Retirement	23X	22XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
128	Unemployment Compensation	250	22XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
129	Workmen's Compensation	260	22XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
130	(additional object codes may need to be added)															\$0.00	
131																\$0.00	
132																\$0.00	
133	TOTAL B. Instructional Staff Services			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

First Year Annual Budget

Description		Object Code	Function Code	July	August	September	October	November	December	January	February	March	April	May	June	Total	Assumptions
	C. General Administration																
	Board of Directors																
134	Legal Services	332	23XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
135	Purchased Professional and Technical Services	300	2311	\$3,333.33	\$3,333.33	\$3,333.33	\$3,333.33	\$3,333.33	\$3,333.33	\$3,333.33	\$3,333.33	\$3,333.33	\$3,333.33	\$3,333.33	\$3,333.33	\$40,000.00	Distributed evenly over 12 months
136	Audit Services	333	2311	\$833.33	\$833.33	\$833.33	\$833.33	\$833.33	\$833.33	\$833.33	\$833.33	\$833.33	\$833.33	\$833.33	\$833.33	\$10,000.00	Distributed evenly over 12 months
137	Insurance (Other than Emp. Benefits)	52X	23XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
138	Advertising	540	2311	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
139	Travel/Mileage (Board of Directors)	730	23XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
140	Dues and Fees	810	2311	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
141	Judgements	820	2311	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
142	(additional object codes may need to be added)															\$0.00	
143																\$0.00	
144																\$0.00	
145	TOTAL C. General Administration			\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$50,000.00	
	D. School Administration																
	Salaries																
146	Principals	111	2410	\$9,166.67	\$9,166.67	\$9,166.67	\$9,166.67	\$9,166.67	\$9,166.67	\$9,166.67	\$9,166.67	\$9,166.67	\$9,166.67	\$9,166.67	\$9,166.67	\$110,000.00	Distributed evenly over 12 months
147	Assistant Principals	111	2420	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
148	Clerical/Secretarial	114	2400	\$3,416.67	\$3,416.67	\$3,416.67	\$3,416.67	\$3,416.67	\$3,416.67	\$3,416.67	\$3,416.67	\$3,416.67	\$3,416.67	\$3,416.67	\$3,416.67	\$41,000.00	Distributed evenly over 12 months
149	Purchased Professional and Technical Services	300	2400	\$23.79	\$23.79	\$23.79	\$23.79	\$23.79	\$23.79	\$23.79	\$23.79	\$23.79	\$23.79	\$23.79	\$23.79	\$285.50	Distributed evenly over 12 months
150	Repairs and Maintenance Services	430	2400	\$0.00	\$59.32	\$59.32	\$59.32	\$59.32	\$59.32	\$59.32	\$59.32	\$59.32	\$59.32	\$59.32	\$59.32	\$652.50	Distributed evenly over 11 months (Aug-June)
151	Rental of Equipment and Vehicles	442	2400	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
152	Telephone and Postage	530	2400	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
153	Travel Expense Reimbursement	582	2400	\$376.63	\$376.63	\$376.63	\$376.63	\$376.63	\$376.63	\$376.63	\$376.63	\$376.63	\$376.63	\$376.63	\$376.63	\$4,519.58	Distributed evenly over 12 months
154	Materials and Supplies	610	2400	\$2,505.03	\$2,505.03	\$2,505.03	\$1,855.58	\$618.53	\$231.95	\$231.95	\$231.95	\$231.95	\$231.95	\$231.95	\$989.64	\$12,370.50	Approximately 75% distributed in July-Oct
155	Furniture and Equipment	73X	2400	\$14.63	\$14.63	\$14.63	\$14.63	\$14.63	\$14.63	\$14.63	\$14.63	\$14.63	\$14.63	\$14.63	\$14.63	\$175.50	Distributed evenly over 12 months
156	Dues and Fees (Southern Association, etc.)	810	2400	\$31.50	\$31.50	\$31.50	\$31.50	\$31.50	\$31.50	\$31.50	\$31.50	\$31.50	\$31.50	\$31.50	\$31.50	\$378.00	Distributed evenly over 12 months
157	Miscellaneous Expenditures	890	2400	\$463.67	\$463.67	\$463.67	\$463.67	\$463.67	\$463.67	\$463.67	\$463.67	\$463.67	\$463.67	\$463.67	\$463.67	\$5,564.00	Distributed evenly over 12 months
158	Group Health Insurance	210	24XX	\$883.33	\$883.33	\$883.33	\$883.33	\$883.33	\$883.33	\$883.33	\$883.33	\$883.33	\$883.33	\$883.33	\$883.33	\$10,600.00	Distributed evenly over 12 months
159	Social Security	220	24XX	\$780.17	\$780.17	\$780.17	\$780.17	\$780.17	\$780.17	\$780.17	\$780.17	\$780.17	\$780.17	\$780.17	\$780.17	\$9,362.00	Distributed evenly over 12 months
160	Medicare	225	24XX	\$182.46	\$182.46	\$182.46	\$182.46	\$182.46	\$182.46	\$182.46	\$182.46	\$182.46	\$182.46	\$182.46	\$182.46	\$2,189.50	Distributed evenly over 12 months
161	Employer's Contribution to Retirement	23X	24XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
162	Unemployment Compensation	250	24XX	\$188.75	\$188.75	\$188.75	\$188.75	\$188.75	\$188.75	\$188.75	\$188.75	\$188.75	\$188.75	\$188.75	\$188.75	\$2,265.00	Distributed evenly over 12 months
163	Workmen's Compensation	260	24XX	\$157.29	\$157.29	\$157.29	\$157.29	\$157.29	\$157.29	\$157.29	\$157.29	\$157.29	\$157.29	\$157.29	\$157.29	\$1,887.50	Distributed evenly over 12 months
164	Stipends			\$0.00	\$0.00	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$2,000.00	Distributed evenly over 10 months (Sept-June)
165	Bonus Pool			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,250.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,250.00	Paid in December
166																\$0.00	
167	TOTAL D. School Administration			\$18,190.57	\$18,249.89	\$18,449.89	\$17,800.44	\$16,563.39	\$26,426.81	\$16,176.81	\$16,176.81	\$16,176.81	\$16,176.81	\$16,176.81	\$16,934.51	\$213,499.58	
	E. Business Services																
	90 Fiscal Services (Internal Auditing, Budgeting, Payroll, Financial and Property Accounting, etc.)																
168	Salaries	11X	25XX	\$6,666.67	\$6,666.67	\$6,666.67	\$6,666.67	\$6,666.67	\$6,666.67	\$6,666.67	\$6,666.67	\$6,666.67	\$6,666.67	\$6,666.67	\$6,666.67	\$80,000.00	Distributed evenly over 12 months
169	Purchased Professional and Technical Services	300	2510	\$3,422.25	\$3,422.25	\$3,422.25	\$3,422.25	\$3,422.25	\$3,422.25	\$3,422.25	\$3,422.25	\$3,422.25	\$3,422.25	\$3,422.25	\$3,422.25	\$41,067.00	Distributed evenly over 12 months
170	Technical Services (Bank Charges)	340	2510	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
171	Repairs and Maintenance Services	430	2510	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
172	Rental of Equipment and Vehicles	442	2510	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
173	Postage	530	2510	\$83.27	\$83.27	\$83.27	\$83.27	\$83.27	\$83.27	\$83.27	\$83.27	\$83.27	\$83.27	\$83.27	\$83.27	\$999.20	Distributed evenly over 12 months
174	Advertising	540	2510	\$75.00	\$75.00	\$75.00	\$75.00	\$75.00	\$75.00	\$75.00	\$75.00	\$75.00	\$75.00	\$75.00	\$75.00	\$900.00	Distributed evenly over 12 months
175	Travel Expense Reimbursement	582	2510	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
176	Materials and Supplies	610	2510	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
177	Equipment	730	2510	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
178	Interest (short-term loans)	830	2513	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
179	Miscellaneous Expenditures	890	2510	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
180	Group Health Insurance	210	25XX	\$441.67	\$441.67	\$441.67	\$441.67	\$441.67	\$441.67	\$441.67	\$441.67	\$441.67	\$441.67	\$441.67	\$441.67	\$5,300.00	Distributed evenly over 12 months
181	Social Security	220	25XX	\$413.33	\$413.33	\$413.33	\$413.33	\$413.33	\$413.33	\$413.33	\$413.33	\$413.33	\$413.33	\$413.33	\$413.33	\$4,960.00	Distributed evenly over 12 months
182	Medicare	225	25XX	\$96.67	\$96.67	\$96.67	\$96.67	\$96.67	\$96.67	\$96.67	\$96.67	\$96.67	\$96.67	\$96.67	\$96.67	\$1,160.00	Distributed evenly over 12 months
183	Employer's Contribution to Retirement	23X	25XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
184	Unemployment Compensation	250	25XX	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$1,200.00	Distributed evenly over 12 months
185	Workmen's Compensation	260	25XX	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$1,000.00	Distributed evenly over 12 months
187																\$0.00	
188	TOTAL E. Business Services			\$11,382.18	\$11,382.18	\$11,382.18	\$11,382.18	\$11,382.18	\$11,382.18	\$11,382.18	\$11,382.18	\$11,382.18	\$11,382.18	\$11,382.18	\$11,382.18	\$136,586.20	

First Year Annual Budget

Description		Object Code	Function Code	July	August	September	October	November	December	January	February	March	April	May	June	Total	Assumptions
	F. Operation and Maintenance of Plant Services																
189	Salaries (Custodians, Security, Crossing Patrol)	11X	26XX	\$2,859.30	\$2,859.30	\$2,859.30	\$2,859.30	\$2,859.30	\$2,859.30	\$2,859.30	\$2,859.30	\$2,859.30	\$2,859.30	\$2,859.30	\$2,859.30	\$34,311.62	Distributed evenly over 12 months
190	Purchased Professional and Technical Services	300	2600	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$4,166.67	\$50,000.00	Distributed evenly over 12 months
191	Rental of Equipment and Vehicles	442	2640	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
192	Rental of Land	441	2600	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
193	Materials and Supplies	610	2600	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
194	Gasoline	626	2600	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
195	Equipment	730	2600	\$262.24	\$262.24	\$262.24	\$262.24	\$262.24	\$262.24	\$262.24	\$262.24	\$262.24	\$262.24	\$262.24	\$262.24	\$3,146.85	Distributed evenly over 12 months
196	Miscellaneous Expenditures	890	2600	\$1,198.43	\$1,198.43	\$1,198.43	\$1,198.43	\$1,198.43	\$1,198.43	\$1,198.43	\$1,198.43	\$1,198.43	\$1,198.43	\$1,198.43	\$1,198.43	\$14,381.12	Distributed evenly over 12 months
	Operating Buildings																
197	Building Rental/Lease	441	2620	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
198	Water/Sewage	411	2620	\$8,057.36	\$5,157.88	\$7,587.28	\$5,980.83	\$5,312.64	\$6,086.36	\$7,511.08	\$11,885.95	\$15,895.88	\$9,318.37	\$9,009.86	\$8,196.51	\$100,000.00	Distributed based on Edison averages
199	Disposal Services	421	2620	\$378.15	\$378.15	\$378.15	\$378.15	\$378.15	\$378.15	\$378.15	\$378.15	\$378.15	\$378.15	\$378.15	\$378.15	\$4,537.76	Distributed evenly over 12 months
200	Custodial Services	423	2620	\$1,704.55	\$1,704.55	\$1,704.55	\$1,704.55	\$1,704.55	\$1,704.55	\$1,704.55	\$1,704.55	\$1,704.55	\$1,704.55	\$1,704.55	\$1,704.55	\$20,454.55	Distributed evenly over 12 months
201	Repairs and Maintenance Services	430	2620	\$0.00	\$370.18	\$370.18	\$370.18	\$370.18	\$370.18	\$370.18	\$370.18	\$370.18	\$370.18	\$370.18	\$370.18	\$4,072.03	Distributed evenly over 11 months (Aug-June)
202	Property Insurance	522	2620	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
203	Telephone	530	2620	\$280.05	\$280.05	\$280.05	\$280.05	\$280.05	\$280.05	\$280.05	\$280.05	\$280.05	\$280.05	\$280.05	\$280.05	\$3,360.65	Distributed evenly over 12 months
204	Natural Gas and Electricity	62X	2620	\$4,834.42	\$3,094.73	\$4,552.37	\$3,588.50	\$3,187.58	\$3,651.82	\$4,506.65	\$7,131.57	\$9,537.53	\$5,591.02	\$5,405.92	\$4,917.90	\$60,000.00	Distributed based on Edison averages
205	Care and Upkeep of Grounds	4XX	2630	\$865.38	\$865.38	\$865.38	\$865.38	\$865.38	\$865.38	\$865.38	\$865.38	\$865.38	\$865.38	\$865.38	\$865.38	\$10,384.62	Distributed evenly over 12 months
206	Care and Upkeep of Equipment	4XX	2640	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
207	Vehicle Operation and Maintenance	Varies	26XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
208	Group Health Insurance	210	26XX	\$441.67	\$441.67	\$441.67	\$441.67	\$441.67	\$441.67	\$441.67	\$441.67	\$441.67	\$441.67	\$441.67	\$441.67	\$5,300.00	Distributed evenly over 12 months
209	Social Security	220	26XX	\$177.28	\$177.28	\$177.28	\$177.28	\$177.28	\$177.28	\$177.28	\$177.28	\$177.28	\$177.28	\$177.28	\$177.28	\$2,127.32	Distributed evenly over 12 months
210	Medicare	225	26XX	\$41.46	\$41.46	\$41.46	\$41.46	\$41.46	\$41.46	\$41.46	\$41.46	\$41.46	\$41.46	\$41.46	\$41.46	\$497.52	Distributed evenly over 12 months
211	Employer's Contribution to Retirement	23X	26XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
212	Unemployment Compensation	250	26XX	\$42.89	\$42.89	\$42.89	\$42.89	\$42.89	\$42.89	\$42.89	\$42.89	\$42.89	\$42.89	\$42.89	\$42.89	\$514.67	Distributed evenly over 12 months
213	Workmen's Compensation	260	26XX	\$35.74	\$35.74	\$35.74	\$35.74	\$35.74	\$35.74	\$35.74	\$35.74	\$35.74	\$35.74	\$35.74	\$35.74	\$428.90	Distributed evenly over 12 months
214	(additional object codes may need to be added)															\$0.00	
215																\$0.00	
216																\$0.00	
217	TOTAL F. Operation & Maintenance of Plant Services			\$25,345.58	\$21,076.60	\$24,963.63	\$22,393.32	\$21,324.20	\$22,562.16	\$24,841.71	\$31,841.49	\$38,257.39	\$27,733.37	\$27,239.76	\$25,938.39	\$313,517.59	
	G. Student Transportation Services																
218	Purchased Professional and Technical Services	3XX	27XX	\$7,684.29	\$0.00	\$0.00	\$8,382.86	\$13,971.43	\$12,574.29	\$11,177.14	\$13,971.43	\$12,574.29	\$13,272.86	\$13,971.43	\$14,670.00	\$122,250.00	Distributed based on Edison averages
	Regular Transportation Services																
219	Salaries (Bus Driver & Substitutes)	11X	27XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
220	Repairs and Maintenance Services	430	2721	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
221	Payments in Lieu of Transportation	519	2721	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
222	Fleet Insurance	523	2721	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
223	Materials and Supplies	610	2721	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
224	Gasoline/Diesel	626	2721	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
225	Equipment	730	2721	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
226	Miscellaneous Expenditures	890	2721	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
227	Group Health Insurance	210	27XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
228	Social Security	220	27XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
229	Medicare	225	27XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
230	Employer's Contribution to Retirement	23X	27XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
231	Unemployment Compensation	250	27XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
232	Workmen's Compensation	260	27XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
233	(additional object codes may need to be added)															\$0.00	
234																\$0.00	
235																\$0.00	
236	TOTAL G. Student Transportation Services			\$7,684.29	\$0.00	\$0.00	\$8,382.86	\$13,971.43	\$12,574.29	\$11,177.14	\$13,971.43	\$12,574.29	\$13,272.86	\$13,971.43	\$14,670.00	\$122,250.00	

First Year Annual Budget

Description		Object Code	Function Code	July	August	September	October	November	December	January	February	March	April	May	June	Total	Assumptions
	H. Central Services																
	Planning, Research, Development, and Evaluation Svcs.																
237	Purchased Professional and Technical Services	300	28XX	\$12,248.81	\$12,248.81	\$12,248.81	\$12,248.81	\$12,248.81	\$12,248.81	\$12,248.81	\$12,248.81	\$12,248.81	\$12,248.81	\$12,248.81	\$12,248.81	\$146,985.71	Distributed evenly over 12 months
238	Fingerprinting and Background Check	339	2830	\$1,112.50	\$1,112.50	\$1,112.50	\$1,112.50	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,450.00	Distributed evenly over 4 months (July-Oct)
239	Advertising	540	2830	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
240	Data Processing Services	Varies	28XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
241	Group Health Insurance	210	28XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
242	Social Security	220	28XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
243	Medicare	225	28XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
244	Employer's Contribution to Retirement	23X	28XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
245	Unemployment Compensation	250	28XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
246	Workmen's Compensation	260	28XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
246	Edison Management Fee	260	28XX	\$39,636.02	\$39,636.02	\$39,636.02	\$39,636.02	\$39,636.02	\$39,636.02	\$39,636.02	\$39,636.02	\$39,636.02	\$39,636.02	\$39,636.02	\$39,636.02	\$475,632.25	Distributed evenly over 12 months
248																\$0.00	
249	TOTAL H. Central Services			\$52,997.33	\$52,997.33	\$52,997.33	\$52,997.33	\$51,884.83	\$51,884.83	\$51,884.83	\$51,884.83	\$51,884.83	\$51,884.83	\$51,884.83	\$51,884.83	\$627,067.96	
250	TOTAL II. SUPPORT SERVICE EXPENDITURES			\$128,257.33	\$116,363.38	\$120,450.41	\$125,613.50	\$127,783.41	\$139,487.64	\$128,120.06	\$137,914.12	\$142,932.88	\$133,107.43	\$133,312.39	\$133,467.29	\$1,566,809.83	
	III. OPERATION OF NON-INSTRUCTIONAL SERVICES																
	A. Food Service Operations			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		
251	Salaries	11X	3100	\$1,483.20	\$1,483.20	\$1,483.20	\$1,483.20	\$1,483.20	\$1,483.20	\$1,483.20	\$1,483.20	\$1,483.20	\$1,483.20	\$1,483.20	\$1,483.20	\$17,798.40	Distributed evenly over 12 months
252	Purchased Property Services	4XX	3100	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
253	Food Service Management	570	3100	\$10,842.86	\$0.00	\$0.00	\$11,828.57	\$19,714.29	\$17,742.86	\$15,771.43	\$19,714.29	\$17,742.86	\$18,728.57	\$19,714.29	\$20,700.00	\$172,500.00	Distributed based on Edison averages
254	Travel Reimbursement & Mileage	58X	3100	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
255	Materials and Supplies	610	3100	\$182.25	\$182.25	\$182.25	\$135.00	\$45.00	\$16.88	\$16.88	\$16.88	\$16.88	\$16.88	\$16.88	\$72.00	\$900.00	Approximately 75% distributed in July-Oct
256	Energy (Gas, Electricity, etc.)	620	3100	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
257	Technical Services	340	3100	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
258	Food (Purchased & Commodities)	63X	3100	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
259	Telephone and Postage	530	3100	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
260	Equipment	730	3100	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
261	Group Health Insurance	210	31XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
262	Social Security	220	31XX	\$91.96	\$91.96	\$91.96	\$91.96	\$91.96	\$91.96	\$91.96	\$91.96	\$91.96	\$91.96	\$91.96	\$91.96	\$1,103.50	Distributed evenly over 12 months
263	Medicare	225	31XX	\$21.51	\$21.51	\$21.51	\$21.51	\$21.51	\$21.51	\$21.51	\$21.51	\$21.51	\$21.51	\$21.51	\$21.51	\$258.08	Distributed evenly over 12 months
264	Employer's Contribution to Retirement	23X	31XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
265	Unemployment Compensation	250	31XX	\$22.25	\$22.25	\$22.25	\$22.25	\$22.25	\$22.25	\$22.25	\$22.25	\$22.25	\$22.25	\$22.25	\$22.25	\$266.98	Distributed evenly over 12 months
266	Workmen's Compensation	260	31XX	\$18.54	\$18.54	\$18.54	\$18.54	\$18.54	\$18.54	\$18.54	\$18.54	\$18.54	\$18.54	\$18.54	\$18.54	\$222.48	Distributed evenly over 12 months
267	(additional object codes may need to be added)															\$0.00	
268																\$0.00	
269																\$0.00	
270	TOTAL A. Food Service Operations			\$12,662.56	\$1,819.70	\$1,819.70	\$13,601.02	\$21,396.74	\$19,397.18	\$17,425.76	\$21,368.61	\$19,397.18	\$20,382.90	\$21,368.61	\$22,409.45	\$193,049.43	

First Year Annual Budget

Description		Object Code	Function Code	July	August	September	October	November	December	January	February	March	April	May	June	Total	Assumptions
	B. Community Service Operations (e.g. 4-H programs)																
271	Salaries	11X	33XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
272	Materials and Supplies	610	3300	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
273	Group Health Insurance	210	33XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
274	Social Security	220	33XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
275	Medicare	225	33XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
276	Employer's Contribution to Retirement	23X	33XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
277	Unemployment Compensation	250	33XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
278	Workmen's Compensation	260	33XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
279	(additional object codes may need to be added)															\$0.00	
280																\$0.00	
																\$0.00	
281	TOTAL B. Community Service Operations			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
	TOTAL III. OPERATION OF NON-INSTRUCTIONAL SERVICE EXPENDITURES			\$12,662.56	\$1,819.70	\$1,819.70	\$13,601.02	\$21,396.74	\$19,397.18	\$17,425.76	\$21,368.61	\$19,397.18	\$20,382.90	\$21,368.61	\$22,409.45	\$193,049.43	
	IV. FACILITY ACQUISITION AND CONSTRUCTION SVCS.																
283	Architect/Engineering Services	334	4300	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
284	Construction Services	450	4500	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
285	Building Improvements - Renovate/Remodel	450	4600	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
286	Equipment	730	4500	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
287	Repairs and Maintenance Services	430	4000	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
288	(additional object codes may need to be added)															\$0.00	
289																\$0.00	
290																\$0.00	
	TOTAL IV. FACILITY ACQUISITION AND CONSTRUCTION SERVICE EXPENDITURES			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
291																	
	V. DEBT SERVICE																
	Debt Service																
292	Banking Services	340	5100	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
293	Interest (long-term)	830	5100	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
294	Redemption of Principal	910	5100	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
295	Miscellaneous Expenditures	890	5100	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
296	(additional object codes may need to be added)															\$0.00	
297																\$0.00	
298																\$0.00	
299	TOTAL V. DEBT SERVICE			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

First Year Annual Budget

Description		Object Code	Function Code	July	August	September	October	November	December	January	February	March	April	May	June	Total	Assumptions
	VI. OTHER FINANCING USES																
	TECHNOLOGY																
	Salaries																
	Teachers	112	1100	\$6,979.58	\$6,979.58	\$6,979.58	\$6,979.58	\$6,979.58	\$6,979.58	\$6,979.58	\$6,979.58	\$6,979.58	\$6,979.58	\$6,979.58	\$6,979.58	\$83,754.90	Distributed evenly over 12 months
	Aides	115	1100	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
	Substitute Teachers and Aides	123	1100	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
	Purchased Professional and Technical Services	300	1100	\$675.00	\$675.00	\$675.00	\$675.00	\$675.00	\$675.00	\$675.00	\$675.00	\$675.00	\$675.00	\$675.00	\$675.00	\$8,100.00	Distributed evenly over 12 months
	Repairs and Maintenance Services	430	1100	\$0.00	\$636.09	\$636.09	\$636.09	\$636.09	\$636.09	\$636.09	\$636.09	\$636.09	\$636.09	\$636.09	\$636.09	\$6,997.00	Distributed evenly over 11 months (Aug-June)
	Travel Expense Reimbursement	582	1100	\$362.96	\$362.96	\$362.96	\$362.96	\$362.96	\$362.96	\$362.96	\$362.96	\$362.96	\$362.96	\$362.96	\$362.96	\$4,355.50	Distributed evenly over 12 months
	Supplies & Materials			\$4,112.17	\$4,112.17	\$4,112.17	\$3,046.05	\$1,015.35	\$380.76	\$380.76	\$380.76	\$380.76	\$380.76	\$380.76	\$1,624.56	\$20,307.00	Approximately 75% distributed in July-Oct
	Communications	610	1100	\$560.41	\$560.41	\$560.41	\$560.41	\$560.41	\$560.41	\$560.41	\$560.41	\$560.41	\$560.41	\$560.41	\$560.41	\$6,724.87	Distributed evenly over 12 months
	Equipment	730	1100	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
	Miscellaneous Expenditures	890	1100	\$38.25	\$38.25	\$38.25	\$38.25	\$38.25	\$38.25	\$38.25	\$38.25	\$38.25	\$38.25	\$38.25	\$38.25	\$459.00	Distributed evenly over 12 months
	Group Health Insurance	210	1100	\$883.33	\$883.33	\$883.33	\$883.33	\$883.33	\$883.33	\$883.33	\$883.33	\$883.33	\$883.33	\$883.33	\$883.33	\$10,600.00	Distributed evenly over 12 months
	Social Security	220	1100	\$432.73	\$432.73	\$432.73	\$432.73	\$432.73	\$432.73	\$432.73	\$432.73	\$432.73	\$432.73	\$432.73	\$432.73	\$5,192.80	Distributed evenly over 12 months
	Medicare	225	1100	\$101.20	\$101.20	\$101.20	\$101.20	\$101.20	\$101.20	\$101.20	\$101.20	\$101.20	\$101.20	\$101.20	\$101.20	\$1,214.45	Distributed evenly over 12 months
	Employer's Contribution to Retirement	23X	1100	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
	Unemployment Compensation	250	1100	\$104.69	\$104.69	\$104.69	\$104.69	\$104.69	\$104.69	\$104.69	\$104.69	\$104.69	\$104.69	\$104.69	\$104.69	\$1,256.32	Distributed evenly over 12 months
	Workmen's Compensation	260	1100	\$87.24	\$87.24	\$87.24	\$87.24	\$87.24	\$87.24	\$87.24	\$87.24	\$87.24	\$87.24	\$87.24	\$87.24	\$1,046.94	Distributed evenly over 12 months
	Instructional Stipends			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
	Bonus Pool			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	Distributed evenly over 10 months (Sept-June)
301	Other Uses of Funds (provide detail)	Varies	52XX	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
302																\$0.00	
303	TOTAL VI. TECHNOLOGY			\$14,337.57	\$14,973.66	\$14,973.66	\$13,907.54	\$11,876.84	\$13,242.25	\$11,242.25	\$11,242.25	\$11,242.25	\$11,242.25	\$11,242.25	\$12,486.05	\$152,008.78	
	(additional object codes may need to be added)															\$0.00	
300	TOTAL I - VI. ALL EXPENDITURES			\$305,759.39	\$283,723.72	\$298,996.66	\$310,856.11	\$311,136.08	\$351,314.00	\$304,474.98	\$318,211.90	\$321,259.23	\$312,419.49	\$313,610.17	\$320,738.37	\$3,600,491.32	
	FUND BALANCES																
	EXCESS (DEFICIENCY) OF REVENUE AND OTHER SOURCES																
304	OVER EXPENDITURES AND OTHER USES			(\$67,961.54)	(\$45,925.87)	\$33,949.57	\$22,090.12	\$21,810.15	(\$18,367.77)	\$28,471.25	\$14,734.32	\$11,686.99	\$20,526.73	\$19,336.06	\$12,207.86	\$52,557.87	

School Name: **Andrew H. Wilson Charter School**

Operating Budget (Five Years)

		FY2008	FY2009	FY2010	FY2011	FY2012	
	Description	Year 1	Year 2	Year 3	Year 4	Year 5	Year Over Year Assumptions
	<b>REVENUES:</b>						Unless otherwise noted, all revenues and expenses inflate by 3% per year
	<b>REVENUES FROM LOCAL SOURCES</b>						
1	Local Per Pupil Aid	\$1,269,639.00	\$1,525,682.87	\$1,795,946.69	\$2,081,053.22	\$2,143,484.82	Increase due to increased number of students and inflation
2	Earnings on Investments						
3	Food Service	\$193,049.43	\$210,640.11	\$245,027.76	\$292,120.47	\$300,986.53	Increase due to increased number of students and inflation
4	Community Service Activities						
	Other Revenue From Local Sources						
5	Contributions and Donations						
6	Books and Supplies Sold						
7	Other Miscellaneous Revenues						
8	(additional function codes may need to be added)						
9							
10	<b>TOTAL REVENUES FROM LOCAL SOURCES</b>	<b>\$1,462,688.43</b>	<b>\$1,736,322.98</b>	<b>\$2,040,974.44</b>	<b>\$2,373,173.69</b>	<b>\$2,444,471.35</b>	
	<b>REVENUE FROM STATE SOURCES</b>						
	Unrestricted Grants-In-Aid						
11	State Per Pupil Aid	\$1,625,526.00	\$1,953,340.41	\$2,299,360.71	\$2,664,384.22	\$2,744,315.75	Increase due to increased number of students and inflation
12	Other Unrestricted Revenues	\$10,006.20	\$8,024.42	\$8,265.15	\$9,763.41	\$10,056.31	Increase due to increased number of students and inflation
	Restricted Grants-In-Aid						
13	Education Support Fund (8g)						
14	PIP						
15	Other Restricted Revenues						
16	(additional function codes may need to be added)						
17							
18	<b>TOTAL REVENUE FROM STATE SOURCES</b>	<b>\$1,635,532.20</b>	<b>\$1,961,364.83</b>	<b>\$2,307,625.86</b>	<b>\$2,674,147.63</b>	<b>\$2,754,372.06</b>	

Louisiana laws contain requirements for school district accounting. By law, the Louisiana Accounting and Uniform Governmental Handbook (LAUGH) (Bulletin 1929) is the required accounting manual for local educational agencies. This document can be accessed

	<b>REVENUE FROM FEDERAL SOURCES</b>						
	Unrestricted Grants-In-Aid Direct From the Federal Gov't						
19	Impact Aid Fund						
	Restricted Grants-In-Aid Direct From the Federal Gov't						
20	Other Restricted Grants - Direct Year-One Implementation Subgr	\$200,000.00					Assumed to be available in Year 1 only
	Restricted Grants-In-Aid From Federal Gov't Thru State						
21	School Food Service						
	Special Education						
22	IDEA - Part B	\$81,302.76	\$97,698.82	\$115,005.46	\$133,262.58	\$137,260.46	Increase due to increased number of students and inflation
23	IDEA - Preschool						
24	Other Special Education Programs						
	No Child Left Behind (NCLB)						
25	Title I	\$352,306.08	\$362,875.26	\$373,761.52	\$384,974.37	\$396,523.60	Increase due to increased number of students and inflation
26	Title I, Part C - Migrant						
27	Title V - Innovative Education Programs	\$882.00	\$908.46	\$935.71	\$963.79	\$992.70	Increase due to increased number of students and inflation
28	Title IV - Safe and Drug Free Schools / Comm.	\$1,323.00	\$1,362.69	\$1,403.57	\$1,445.68	\$1,489.05	Increase due to increased number of students and inflation
29	Title II - Teacher & Principal Training/Recruiting	\$110,470.50	\$113,784.62	\$117,198.15	\$120,714.10	\$124,335.52	Increase due to increased number of students and inflation
30	Other IASA Programs	\$12,150.00	\$12,514.50	\$12,889.94	\$13,276.63	\$13,674.93	Increase due to increased number of students and inflation
31	Other Restricted Grants through State						
	Revenue For/On Behalf of the LEA						
32	Value of USDA Commodities						
33	(additional function codes may need to be added)						
34							
35							
36	<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	<b>\$758,434.34</b>	<b>\$589,144.34</b>	<b>\$621,194.36</b>	<b>\$654,637.14</b>	<b>\$674,276.26</b>	
	<b>Other Sources of Funds (Provide Detail)</b>						
37	Less 1.78% Admin Fee	(\$51,597.00)	(\$62,002.40)	(\$72,985.68)	(\$84,572.15)	(\$87,109.32)	Increase due to increased number of students and inflation
38							
39	<b>TOTAL REVENUES AND OTHER SOURCES OF FUNDS</b>	<b>\$3,805,057.97</b>	<b>\$4,224,829.76</b>	<b>\$4,896,808.99</b>	<b>\$5,617,386.31</b>	<b>\$5,786,010.35</b>	



## Operating Budget (Five Years)

		FY2008	FY2009	FY2010	FY2011	FY2012	
Description		Year 1	Year 2	Year 3	Year 4	Year 5	Year Over Year Assumptions
	<b>EXPENDITURES:</b>						
	<b>I. INSTRUCTION</b>						
	<b>A. Regular Programs - Elementary/Secondary</b>						
	Salaries						
40	Teachers	\$880,393.84	\$1,022,371.10	\$1,211,229.69	\$1,399,064.12	\$1,441,036.04	Increases to 35 staff by Year 5
41	Aides	\$165,000.00	\$185,400.00	\$206,875.50	\$229,472.67	\$236,356.85	Increases to 4 Tutors plus 3 Kindergarten Aides by Year 5
42	Substitute Teachers and Aides	\$51,859.07	\$60,091.70	\$71,064.00	\$82,640.55	\$85,119.77	Increase due to increased number of staff and inflation
43	Purchased Professional and Technical Services	\$6,834.62	\$7,878.18	\$8,978.21	\$10,137.14	\$10,441.26	Increase due to increased number of students and inflation
44	Repairs and Maintenance Services	\$715.50	\$859.79	\$1,012.10	\$1,172.77	\$1,207.95	Increase due to increased number of students and inflation
45	Travel Expense Reimbursement	\$18,205.52	\$10,817.80	\$13,981.59	\$15,567.05	\$15,868.94	Increase due to increased number of staff and inflation
	Instructional Supplies						
46	Materials and Supplies (e.g., printed report cards)	\$27,612.00	\$33,180.42	\$39,058.09	\$45,258.57	\$46,616.32	Increase due to increased number of students and inflation
47	Textbooks/Workbooks	\$46,350.00	\$55,697.25	\$65,563.62	\$75,971.84	\$78,251.00	Increase due to increased number of students and inflation
48	Equipment	\$9,000.00	\$10,815.00	\$12,730.80	\$14,751.81	\$15,194.37	Increase due to increased number of students and inflation
49	Miscellaneous Expenditures	\$38,250.00	\$45,963.75	\$54,105.90	\$62,695.21	\$64,576.07	Increase due to increased number of students and inflation
50	Group Health Insurance	\$156,350.00	\$180,147.00	\$210,853.88	\$243,241.03	\$250,538.26	Increase due to increased number of staff and inflation
51	Social Security	\$68,029.68	\$80,965.72	\$97,951.29	\$115,930.68	\$122,990.86	Increase due to increased number of staff and inflation
52	Medicare	\$15,910.17	\$18,935.53	\$22,907.96	\$27,112.82	\$28,763.99	Increase due to increased number of staff and inflation
53	Employer's Contribution to Retirement	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
54	Unemployment Compensation	\$16,458.79	\$19,588.48	\$23,697.89	\$28,047.75	\$29,755.85	Increase due to increased number of staff and inflation
55	Workmen's Compensation	\$13,715.66	\$16,323.73	\$19,748.24	\$23,373.12	\$24,796.54	Increase due to increased number of staff and inflation
56	Instructional Stipends	\$60,000.00	\$61,800.00	\$63,654.00	\$65,563.62	\$67,530.53	Increase due to increased number of staff and inflation
57	Bonus Pool	\$26,500.00	\$30,900.00	\$36,601.05	\$42,616.35	\$43,894.84	Increase due to increased number of staff and inflation
58	(additional object codes may need to be added)						
59							
60	<b>TOTAL A. Regular Program Expenditures</b>	<b>\$1,601,184.84</b>	<b>\$1,841,735.46</b>	<b>\$2,160,013.82</b>	<b>\$2,482,617.11</b>	<b>\$2,562,939.45</b>	
	<b>B. Special Education Programs (Including Summer &amp; Preschool) &amp; Gifted/Talented Programs</b>						
	Salaries						
61	Teachers	\$105,329.45	\$108,489.34	\$148,992.02	\$153,461.79	\$158,065.64	Increases to 4 by Year 5
62	Therapists (OT,PT,Speech,etc.)						
63	Aides						
64	Substitute Teachers and Aides						
65	Purchased Professional and Technical Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
66	Repairs and Maintenance Services						
67	Travel Expense Reimbursement						
	Instructional Supplies						
68	Materials and Supplies	\$1,107.00	\$1,330.25	\$1,565.89	\$1,814.47	\$1,868.91	Increase due to increased number of staff and inflation
69	Textbooks/Workbooks	\$1,480.50	\$1,779.07	\$2,094.22	\$2,426.67	\$2,499.47	Increase due to increased number of staff and inflation
70	Equipment						
71	Miscellaneous Expenditures						
72	Group Health Insurance	\$15,900.00	\$16,377.00	\$22,491.08	\$23,165.81	\$23,860.79	Increase due to increased number of staff and inflation
73	Social Security	\$6,530.43	\$6,928.13	\$9,800.07	\$10,396.89	\$11,030.06	Increase due to increased number of staff and inflation
74	Medicare	\$1,527.28	\$1,620.29	\$2,291.95	\$2,431.53	\$2,579.61	Increase due to increased number of staff and inflation
75	Employer's Contribution to Retirement	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
76	Unemployment Compensation	\$1,579.94	\$1,676.16	\$2,370.98	\$2,515.38	\$2,668.56	Increase due to increased number of staff and inflation
77	Workmen's Compensation	\$1,316.62	\$1,396.80	\$1,975.82	\$2,096.15	\$2,223.80	Increase due to increased number of staff and inflation
78	Bonus Pool	\$3,000.00	\$3,090.00	\$5,304.50	\$5,463.64	\$5,627.54	Increase due to increased number of staff and inflation
79	(additional object codes may need to be added)						
80							
81							
82	<b>TOTAL B. Special Education Programs</b>	<b>\$137,771.22</b>	<b>\$142,687.03</b>	<b>\$196,886.54</b>	<b>\$203,772.33</b>	<b>\$210,424.39</b>	

## Operating Budget (Five Years)

		FY2008	FY2009	FY2010	FY2011	FY2012	
Description		Year 1	Year 2	Year 3	Year 4	Year 5	Year Over Year Assumptions
	<b>C. Other Instructional Programs (Vocational Ed., Special Programs, Adult Ed., and Other Programs)</b>						
	Salaries						
83	Teachers	\$80,684.78	\$83,105.33	\$122,846.49	\$126,531.89	\$130,327.85	Increases to 1 - ESL/Bilingual plus 2 - Reading Specialist/Wilson/SFA by Year 5
84	Aides						
85	Substitute Teachers and Aides						
86	Purchased Professional and Technical Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
87	Repairs and Maintenance Services						
88	Travel Expense Reimbursement						
	Instructional Supplies						
89	Materials and Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
90	Textbooks/Workbooks						
91	Furniture and Equipment						
92	Miscellaneous Expenditures						
93	Group Health Insurance	\$10,600.00	\$10,918.00	\$16,868.31	\$17,374.36	\$17,895.59	Increase due to increased number of staff and inflation
94	Social Security	\$5,002.46	\$5,307.11	\$8,080.33	\$8,572.42	\$9,094.48	Increase due to increased number of staff and inflation
95	Medicare	\$1,169.93	\$1,241.18	\$1,889.75	\$2,004.84	\$2,126.93	Increase due to increased number of staff and inflation
96	Employer's Contribution to Retirement	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
97	Unemployment Compensation	\$1,210.27	\$1,283.98	\$1,954.92	\$2,073.97	\$2,200.28	Increase due to increased number of staff and inflation
98	Workmen's Compensation	\$1,008.56	\$1,069.98	\$1,629.10	\$1,728.31	\$1,833.56	Increase due to increased number of staff and inflation
99	Bonus Pool	\$2,000.00	\$2,060.00	\$2,121.80	\$2,185.45	\$2,251.02	Increase due to increased number of staff and inflation
100	(additional object codes may need to be added)						
101							
102							
103	<b>C. TOTAL Other Instructional Programs</b>	<b>\$101,676.00</b>	<b>\$104,985.57</b>	<b>\$155,390.70</b>	<b>\$160,471.24</b>	<b>\$165,729.71</b>	
104	<b>TOTAL I. INSTRUCTION</b>	<b>\$1,840,632.06</b>	<b>\$2,089,408.06</b>	<b>\$2,512,291.06</b>	<b>\$2,846,860.68</b>	<b>\$2,939,093.55</b>	
	<b>II. SUPPORT SERVICES PROGRAMS</b>						
	<b>A. Pupil Support Services</b>						
105	Child Welfare and Attendance Svcs. (Supervisor/Secretarial)	\$50,000.00	\$51,500.00	\$53,045.00	\$54,636.35	\$56,275.44	Increase due to inflation
106	Guidance Services (Guidance Counselor)						
107	Health Services (Nurse)	\$32,000.00	\$32,960.00	\$33,948.80	\$34,967.26	\$36,016.28	Increase due to inflation
108	Pupil Assessment and Appraisal Services						
109	Group Health Insurance	\$10,600.00	\$10,918.00	\$11,245.54	\$11,582.91	\$11,930.39	Increase due to increased number of staff and inflation
110	Social Security	\$5,084.00	\$5,393.62	\$5,722.09	\$6,070.56	\$6,440.26	Increase due to increased number of staff and inflation
111	Medicare	\$1,189.00	\$1,261.41	\$1,338.23	\$1,419.73	\$1,506.19	Increase due to increased number of staff and inflation
112	Employer's Contribution to Retirement	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
113	Unemployment Compensation	\$1,230.00	\$1,304.91	\$1,384.38	\$1,468.68	\$1,558.13	Increase due to increased number of staff and inflation
114	Workmen's Compensation	\$1,025.00	\$1,087.42	\$1,153.65	\$1,223.90	\$1,298.44	Increase due to increased number of staff and inflation
115	Other Outside Services	\$760.50	\$913.87	\$1,075.75	\$1,246.53	\$1,283.92	Increase due to increased number of staff and inflation
116	Bonus Pool	\$2,000.00	\$2,060.00	\$2,121.80	\$2,185.45	\$2,251.02	Increase due to increased number of staff and inflation
117	(additional object codes may need to be added)						
118	<b>TOTAL A. Pupil Support Services</b>	<b>\$103,888.50</b>	<b>\$107,399.22</b>	<b>\$111,035.23</b>	<b>\$114,801.38</b>	<b>\$118,560.07</b>	
	<b>B. Instructional Staff Services</b>						
119	Salaries of Directors, Supervisors, Coordinators, ect.						
120	Instruction and Curriculum Development Services						
121	Travel & Mileage Expense Reimbursement						
122	Instructional Staff Training Services						
123	School Library Services						
124	Group Health Insurance						
125	Social Security						
126	Medicare						
127	Employer's Contribution to Retirement						
128	Unemployment Compensation						
129	Workmen's Compensation						
130	(additional object codes may need to be added)						
131							
132							
133	<b>TOTAL B. Instructional Staff Services</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	

School Name: Andrew H. Wilson Charter School

Operating Budget (Five Years)

		FY2008	FY2009	FY2010	FY2011	FY2012	Year Over Year Assumptions
Description		Year 1	Year 2	Year 3	Year 4	Year 5	
	<b>C. General Administration</b>						
	Board of Directors						
134	Legal Services						
135	Purchased Professional and Technical Services	\$40,000.00	\$41,200.00	\$42,436.00	\$43,709.08	\$45,020.35	Increase due to inflation
136	Audit Services	\$10,000.00	\$10,300.00	\$10,609.00	\$10,927.27	\$11,255.09	Increase due to inflation
137	Insurance (Other than Emp. Benefits)						
138	Advertising						
139	Travel/Mileage (Board of Directors)						
140	Dues and Fees						
141	Judgements						
142	(additional object codes may need to be added)						
143							
144							
145	<b>TOTAL C. General Administration</b>	<b>\$50,000.00</b>	<b>\$51,500.00</b>	<b>\$53,045.00</b>	<b>\$54,636.35</b>	<b>\$56,275.44</b>	
	<b>D. School Administration</b>						
	Salaries						
146	Principals	\$110,000.00	\$113,300.00	\$116,699.00	\$120,199.97	\$123,805.97	Increase due to inflation
147	Assistant Principals	\$0.00	\$0.00	\$0.00	\$87,418.16	\$90,040.70	Increase due to addition of Academy Director in Years 4 and 5
148	Clerical/Secretarial	\$41,000.00	\$42,230.00	\$43,496.90	\$44,801.81	\$46,145.86	Increase due to inflation
149	Purchased Professional and Technical Services	\$285.50	\$322.91	\$380.86	\$439.28	\$452.45	Increase due to increased number of staff and inflation
150	Repairs and Maintenance Services	\$652.50	\$784.09	\$922.98	\$1,069.51	\$1,101.59	Increase due to increased number of students and inflation
151	Rental of Equipment and Vehicles	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
152	Telephone and Postage						
153	Travel Expense Reimbursement	\$4,519.58	\$5,703.37	\$6,008.94	\$6,331.29	\$6,401.88	Increase due to increased number of staff and inflation
154	Materials and Supplies	\$12,370.50	\$14,865.22	\$17,498.48	\$20,276.37	\$20,884.66	Increase due to increased number of students and inflation
155	Furniture and Equipment	\$175.50	\$210.89	\$248.25	\$287.66	\$296.29	Increase due to increased number of students and inflation
156	Dues and Fees (Southern Association, etc.)	\$378.00	\$454.23	\$534.69	\$619.58	\$638.16	Increase due to increased number of students and inflation
157	Miscellaneous Expenditures	\$5,564.00	\$6,219.14	\$6,908.58	\$7,633.79	\$7,862.80	Increase due to increased number of students and inflation
158	Group Health Insurance	\$10,600.00	\$10,918.00	\$11,245.54	\$17,374.36	\$17,895.59	Increase due to increased number of staff and inflation
159	Social Security	\$9,362.00	\$9,932.15	\$10,537.01	\$17,101.22	\$18,142.68	Increase due to increased number of staff and inflation
160	Medicare	\$2,189.50	\$2,322.84	\$2,464.30	\$3,999.48	\$4,243.05	Increase due to increased number of staff and inflation
161	Employer's Contribution to Retirement	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
162	Unemployment Compensation	\$2,265.00	\$2,402.94	\$2,549.28	\$4,137.39	\$4,389.36	Increase due to increased number of staff and inflation
163	Workmen's Compensation	\$1,887.50	\$2,002.45	\$2,124.40	\$3,447.83	\$3,657.80	Increase due to increased number of staff and inflation
164	Stipends	\$2,000.00	\$2,060.00	\$2,121.80	\$2,185.45	\$2,251.02	Increase due to inflation
165	Bonus Pool	\$10,250.00	\$10,557.50	\$10,874.23	\$13,385.91	\$13,787.48	Increase due to increased number of staff and inflation
166							
167	<b>TOTAL D. School Administration</b>	<b>\$213,499.58</b>	<b>\$224,285.71</b>	<b>\$234,615.25</b>	<b>\$350,709.04</b>	<b>\$361,997.35</b>	
	<b>E. Business Services</b>						
	90 Fiscal Services (Internal Auditing, Budgeting, Payroll, Financial and Property Accounting, etc.)						
168	Salaries	\$80,000.00	\$82,400.00	\$84,872.00	\$87,418.16	\$90,040.70	Increase due to inflation
169	Purchased Professional and Technical Services	\$41,067.00	\$49,348.85	\$58,090.64	\$67,312.53	\$69,331.91	Increase due to increased number of students and inflation
170	Technical Services (Bank Charges)						
171	Repairs and Maintenance Services						
172	Rental of Equipment and Vehicles						
173	Postage	\$999.20	\$1,029.18	\$1,060.05	\$1,091.85	\$1,124.61	Increase due to increased number of students and inflation
174	Advertising	\$900.00	\$1,081.50	\$1,273.08	\$1,475.18	\$1,519.44	Increase due to increased number of students and inflation
175	Travel Expense Reimbursement						
176	Materials and Supplies						
177	Equipment						
178	Interest (short-term loans)						
179	Miscellaneous Expenditures						
180	Group Health Insurance	\$5,300.00	\$5,459.00	\$5,622.77	\$5,791.45	\$5,965.20	Increase due to increased number of staff and inflation
181	Social Security	\$4,960.00	\$5,262.06	\$5,582.52	\$5,922.50	\$6,283.18	Increase due to increased number of staff and inflation
182	Medicare	\$1,160.00	\$1,230.64	\$1,305.59	\$1,385.10	\$1,469.45	Increase due to increased number of staff and inflation
183	Employer's Contribution to Retirement	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
184	Unemployment Compensation	\$1,200.00	\$1,273.08	\$1,350.61	\$1,432.86	\$1,520.12	Increase due to increased number of staff and inflation
185	Workmen's Compensation	\$1,000.00	\$1,060.90	\$1,125.51	\$1,194.05	\$1,266.77	Increase due to increased number of staff and inflation
188	<b>TOTAL E. Business Services</b>	<b>\$136,586.20</b>	<b>\$148,145.21</b>	<b>\$160,282.77</b>	<b>\$173,023.69</b>	<b>\$178,521.38</b>	

## Operating Budget (Five Years)

		FY2008	FY2009	FY2010	FY2011	FY2012	Year Over Year Assumptions
Description		Year 1	Year 2	Year 3	Year 4	Year 5	
	<b>F. Operation and Maintenance of Plant Services</b>						
189	Salaries (Custodians, Security, Crossing Patrol)	\$34,311.62	\$35,340.97	\$36,401.20	\$37,493.23	\$38,618.03	Increase due to inflation
190	Purchased Professional and Technical Services	\$50,000.00	\$51,500.00	\$53,045.00	\$54,636.35	\$56,275.44	Increase due to increased number of students and inflation
191	Rental of Equipment and Vehicles						
192	Rental of Land						
193	Materials and Supplies						
194	Gasoline						
195	Equipment	\$3,146.85	\$3,781.47	\$4,451.33	\$5,157.98	\$5,312.72	Increase due to increased number of students and inflation
196	Miscellaneous Expenditures	\$14,381.12	\$17,281.31	\$20,342.57	\$23,571.96	\$24,279.11	Increase due to increased number of students and inflation
	Operating Buildings						
197	Building Rental/Lease	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
198	Water/Sewage	\$100,000.00	\$103,000.00	\$106,090.00	\$109,272.70	\$112,550.88	
199	Disposal Services	\$4,537.76	\$5,452.88	\$6,418.82	\$7,437.80	\$7,660.94	Increase due to increased number of students and inflation
200	Custodial Services	\$20,454.55	\$24,579.55	\$28,933.64	\$33,526.85	\$34,532.66	Increase due to increased number of students and inflation
201	Repairs and Maintenance Services	\$4,072.03	\$4,893.22	\$5,760.02	\$6,674.42	\$6,874.66	Increase due to increased number of students and inflation
202	Property Insurance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
203	Telephone	\$3,360.65	\$4,038.38	\$4,753.74	\$5,508.40	\$5,673.65	Increase due to increased number of students and inflation
204	Natural Gas and Electricity	\$60,000.00	\$61,800.00	\$63,654.00	\$65,563.62	\$67,530.53	
205	Care and Upkeep of Grounds	\$10,384.62	\$12,478.85	\$14,689.38	\$17,021.32	\$17,531.96	Increase due to increased number of students and inflation
206	Care and Upkeep of Equipment						
207	Vehicle Operation and Maintenance						
208	Group Health Insurance	\$5,300.00	\$5,459.00	\$5,622.77	\$5,791.45	\$5,965.20	Increase due to increased number of staff and inflation
209	Social Security	\$2,127.32	\$2,256.87	\$2,394.32	\$2,540.13	\$2,694.83	Increase due to increased number of staff and inflation
210	Medicare	\$497.52	\$527.82	\$559.96	\$594.06	\$630.24	Increase due to increased number of staff and inflation
211	Employer's Contribution to Retirement	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
212	Unemployment Compensation	\$514.67	\$546.02	\$579.27	\$614.55	\$651.97	Increase due to increased number of staff and inflation
213	Workmen's Compensation	\$428.90	\$455.01	\$482.73	\$512.12	\$543.31	Increase due to increased number of staff and inflation
214	(additional object codes may need to be added)						
217	<b>TOTAL F. Operation &amp; Maintenance of Plant Services</b>	<b>\$313,517.59</b>	<b>\$333,391.33</b>	<b>\$354,178.74</b>	<b>\$375,916.95</b>	<b>\$387,326.12</b>	
	<b>G. Student Transportation Services</b>						
218	Purchased Professional and Technical Services	\$122,250.00	\$146,388.75	\$171,865.80	\$198,739.72	\$204,701.91	Increase due to increased number of students and inflation
	Regular Transportation Services						
219	Salaries (Bus Driver & Substitutes)						
220	Repairs and Maintenance Services						
221	Payments in Lieu of Transportation						
222	Fleet Insurance						
223	Materials and Supplies						
224	Gasoline/Diesel						
225	Equipment						
226	Miscellaneous Expenditures						
227	Group Health Insurance						
228	Social Security						
229	Medicare						
230	Employer's Contribution to Retirement						
231	Unemployment Compensation						
232	Workmen's Compensation						
233	(additional object codes may need to be added)						
236	<b>TOTAL G. Student Transportation Services</b>	<b>\$122,250.00</b>	<b>\$146,388.75</b>	<b>\$171,865.80</b>	<b>\$198,739.72</b>	<b>\$204,701.91</b>	
	<b>H. Central Services</b>						
	Planning, Research, Development, and Evaluation Svcs.						
237	Purchased Professional and Technical Services	\$146,985.71	\$176,627.83	\$207,916.19	\$240,922.89	\$248,150.57	Increase due to increased number of students and inflation
238	Fingerprinting and Background Check	\$4,450.00	\$960.00	\$1,100.00	\$1,230.00	\$1,230.00	Increase due to increased number of staff and inflation
239	Advertising						
240	Data Processing Services						
241	Group Health Insurance						
242	Social Security						
243	Medicare						
244	Employer's Contribution to Retirement						
245	Unemployment Compensation						
246	Workmen's Compensation						
247	Edison Management Fee	\$475,632.25	\$528,103.72	\$612,101.12	\$702,173.29	\$723,251.29	Increase due to inflation
249	<b>TOTAL H. Central Services</b>	<b>\$627,067.96</b>	<b>\$705,691.55</b>	<b>\$821,117.32</b>	<b>\$944,326.18</b>	<b>\$972,631.87</b>	
250	<b>TOTAL II. SUPPORT SERVICE EXPENDITURES</b>	<b>\$1,566,809.83</b>	<b>\$1,716,801.78</b>	<b>\$1,906,140.11</b>	<b>\$2,212,153.31</b>	<b>\$2,280,014.15</b>	

## Operating Budget (Five Years)

		FY2008	FY2009	FY2010	FY2011	FY2012	Year Over Year Assumptions
Description		Year 1	Year 2	Year 3	Year 4	Year 5	
	<b>III. OPERATION OF NON-INSTRUCTIONAL SERVICES</b>						
	<b>A. Food Service Operations</b>						
251	Salaries	\$17,798.40	\$18,332.35	\$18,882.32	\$29,173.19	\$30,048.38	Increases to 3 staff by Year 5
252	Purchased Property Services						
253	Food Service Management	\$172,500.00	\$189,262.50	\$222,789.00	\$258,156.75	\$265,901.46	Increase due to increased number of staff and inflation
254	Travel Reimbursement & Mileage						
255	Materials and Supplies	\$900.00	\$1,081.50	\$1,273.08	\$1,475.18	\$1,519.44	Increase due to increased number of students and inflation
256	Energy (Gas, Electricity, etc.)						
257	Technical Services						
258	Food (Purchased & Commodities)						
259	Telephone and Postage						
260	Equipment						
261	Group Health Insurance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	Increase due to increased number of students and inflation
262	Social Security	\$1,103.50	\$1,170.70	\$1,242.00	\$1,976.46	\$2,096.82	Increase due to increased number of students and inflation
263	Medicare	\$258.08	\$273.79	\$290.47	\$462.24	\$490.39	Increase due to increased number of students and inflation
264	Employer's Contribution to Retirement	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
265	Unemployment Compensation	\$266.98	\$283.23	\$300.48	\$478.17	\$507.30	Increase due to increased number of students and inflation
266	Workmen's Compensation	\$222.48	\$236.03	\$250.40	\$398.48	\$422.75	Increase due to increased number of students and inflation
267	(additional object codes may need to be added)						
268							
269							
270	<b>TOTAL A. Food Service Operations</b>	<b>\$193,049.43</b>	<b>\$210,640.11</b>	<b>\$245,027.76</b>	<b>\$292,120.47</b>	<b>\$300,986.53</b>	
	<b>B. Community Service Operations (e.g. 4-H programs)</b>						
271	Salaries						
272	Materials and Supplies						
273	Group Health Insurance						
274	Social Security						
275	Medicare						
276	Employer's Contribution to Retirement						
277	Unemployment Compensation						
278	Workmen's Compensation						
279	(additional object codes may need to be added)						
280							
281	<b>TOTAL B. Community Service Operations</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	
282	<b>TOTAL III. OPERATION OF NON-INSTRUCTIONAL SERVICE EXPENDITURES</b>	<b>\$193,049.43</b>	<b>\$210,640.11</b>	<b>\$245,027.76</b>	<b>\$292,120.47</b>	<b>\$300,986.53</b>	
	<b>IV. FACILITY ACQUISITION AND CONSTRUCTION SVCS.</b>						
283	Architect/Engineering Services						
284	Construction Services						
285	Building Improvements - Renovate/Remodel						
286	Equipment						
287	Repairs and Maintenance Services						
288	(additional object codes may need to be added)						
289							
290							
291	<b>TOTAL IV. FACILITY ACQUISITION AND CONSTRUCTION SERVICE EXPENDITURES</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	
	<b>V. DEBT SERVICE</b>						
292	Debt Service						
293	Banking Services						
294	Interest (long-term)						
295	Redemption of Principal						
296	Miscellaneous Expenditures						
297	(additional object codes may need to be added)						
298							
299							
300	<b>TOTAL V. DEBT SERVICE</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	

Operating Budget (Five Years)

		FY2008	FY2009	FY2010	FY2011	FY2012	
	Description	Year 1	Year 2	Year 3	Year 4	Year 5	Year Over Year Assumptions
	<b>VI. OTHER FINANCING USES</b>						
	<b>TECHNOLOGY</b>						
	Salaries						
	Teachers	\$83,754.90	\$86,267.55	\$107,421.33	\$110,643.97	\$113,963.29	Increases to 2.5 staff by Year 5 (adds 0.5 Library Support Clerk in Years 3 through 5)
	Aides						
	Substitute Teachers and Aides						
	Purchased Professional and Technical Services	\$8,100.00	\$9,733.50	\$11,457.72	\$13,276.63	\$13,674.93	Increase due to inflation
	Repairs and Maintenance Services	\$6,997.00	\$8,751.40	\$9,543.86	\$10,375.99	\$10,687.27	Increase due to increased number of students and inflation
	Travel Expense Reimbursement	\$4,355.50	\$3,002.19	\$3,155.12	\$3,314.51	\$3,413.95	Increase due to increased number of students and inflation
	Supplies & Materials	\$20,307.00	\$23,793.00	\$27,469.88	\$31,345.97	\$32,286.35	Increase due to increased number of students and inflation
	Communications	\$6,724.87	\$5,492.68	\$5,657.46	\$5,827.18	\$6,002.00	Increase due to increased number of students and inflation
	Equipment						
	Miscellaneous Expenditures	\$459.00	\$551.57	\$649.27	\$752.34	\$774.91	Increase due to increased number of students and inflation
	Group Health Insurance	\$10,600.00	\$10,918.00	\$14,056.93	\$14,478.63	\$14,912.99	Increase due to increased number of staff and inflation
	Social Security	\$5,192.80	\$5,509.05	\$7,065.72	\$7,496.03	\$7,952.53	Increase due to increased number of staff and inflation
	Medicare	\$1,214.45	\$1,288.41	\$1,652.47	\$1,753.10	\$1,859.87	Increase due to increased number of staff and inflation
	Employer's Contribution to Retirement	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
	Unemployment Compensation	\$1,256.32	\$1,332.83	\$1,709.45	\$1,813.55	\$1,924.00	Increase due to increased number of staff and inflation
	Workmen's Compensation	\$1,046.94	\$1,110.69	\$1,424.54	\$1,511.30	\$1,603.33	Increase due to increased number of staff and inflation
	Instructional Stipends						
	Bonus Pool	\$2,000.00	\$2,060.00	\$2,254.41	\$2,322.04	\$2,391.71	Increase due to increased number of staff and inflation
	(additional object codes may need to be added)						
303	<b>TOTAL VI. TECHNOLOGY</b>	<b>\$152,008.78</b>	<b>\$159,810.86</b>	<b>\$193,518.15</b>	<b>\$204,911.25</b>	<b>\$211,447.13</b>	
	Other Uses of Funds (provide detail)						
	<b>TOTAL I - VI. ALL EXPENDITURES</b>	<b>\$3,752,500.10</b>	<b>\$4,176,660.82</b>	<b>\$4,856,977.08</b>	<b>\$5,556,045.72</b>	<b>\$5,731,541.36</b>	
	<b>FUND BALANCES</b>						
	EXCESS (DEFICIENCY) OF REVENUE AND OTHER SOURCES						
304	OVER EXPENDITURES AND OTHER USES	\$52,557.87	\$48,168.94	\$39,831.91	\$61,340.60	\$54,468.99	

**41. Describe details regarding how the charter school will comply with the requirements for the performance of fiscal audits.**

**a. Describe the accounting system/practices that will be utilized including the number and title of financial positions employed.**

Edison Schools, as the management company for the Andrew H. Wilson Charter School, will provide comprehensive financial, payroll and accounting services through its regional staff to be based in New Orleans as well as through its corporate headquarters in New York City. The staff assigned to the various accounting, payroll and reporting functions all have a high level of school accounting experience and/or professional certifications qualifying them to perform their assigned tasks.

Edison Schools' Area Financial Manager ("AFM") works with the school-based School Operations Specialist ("SOS") in performing day to day accounting and data processing functions, assisting school site personnel in implementing quality internal controls over cash flows, asset management and procurement processes. In addition, the Edison accountant works closely with school site staff and the regional staff to provide detailed financial reporting on a monthly basis and takes an active role in assisting auditors through the audit process. In addition to having an accountant assigned to the School, the regional office and corporate headquarters each have a payroll/benefits department that will process time records provided by the school's staff to generate payroll checks and payroll reports that provide division/department breakdowns to the accountants. The payroll/benefits department is staffed by a number of individuals that each has significant payroll training and experience that helps them relate key data in easily manageable formats to the accountants. All financial reports and key procedures involving bank reconciliations, payroll allocations and budget to actual variances are reviewed by the AFM. In addition to assisting as needed in the daily and monthly accounting process, the AFM also facilitates the budget development/amendment process and oversees the audit process. Edison Schools will expect that the Finance and Audit Committee of the School's Board, the School Principal and SOS, as well as the regional office, to work together as a team in the budget development and amendment process so that the budget is aligned to the school's mission and the School's needs. To this end, an annual budget workshop and periodic group sessions are held to address both the general budget development process and to address school specific issues that need attention.

The AHWCS Board will provide the vision and direction of the School, and Edison's finance/payroll staff will work with the Finance and Audit Committee of the Board, the School Principal and SOS to help realize the School's vision in the most cost effective and time efficient manner possible. In order to ensure that the AHWCS Board is kept informed and involved in all financial functions of the School, monthly budget to actual reports will be provided to the Board within a reasonable period after the month's close, supporting documentation for Board authorized disbursements is made available for review as checks are being signed by the Board, and the Board is given a voice in the budget development process and control over the budget approval process.

**b. Describe any services that will be obtained from an independent Certified Public Accountant.**

The School will retain an independent Certified Public Accountant to compile audited financial reports for the School, pursuant to applicable law. The School will undergo an annual audit of the school's financial operations by a Certified Public Accountant licensed in the State of Louisiana. In addition, prior to the opening of the School, the AHWCS will retain an independent Certified Public Accountant to review and offer an opinion of the School's internal financial controls policy and procedure manual and make any recommended changes to ensure financial transparency and proper controls before the document is recommended for Board approval by the Finance and Audit Committee.

**c. Explain how the financial and accounting plan will be sufficient to:**

- **Provide an accurate accounting of all finances, including property;**
- **Provide sufficient information/records for audit purposes;**
- **Be in accordance with generally accepted standards; and**
- **Be in a format such that financial data may be reported accurately in the Annual Financial Report required to be submitted to the Department annually.**

The Finance and Audit Committee of the School's Board, working with Edison Schools, will develop an Internal Financial Controls Policy and Procedures Manual that will be reviewed by an independent CPA prior to Board approval and implementation. This Internal Financial Controls Manual will delineate all policies and procedures that School personnel and regional office personnel will follow in administering the daily financial and accounting functions at the school to ensure that the School maintains an accurate accounting of all finances; that the School has recorded the necessary information and required backup documentation for audit purposes; that financial information is recorded in accordance with GAAP; and that financial information is in such a format that necessary data will be reported accurately in the Annual Financial Report required **annually** by the Department of Education.

Among the procedures that will be included in the Internal Financial Controls Policy and Procedure Manual to ensure that accurate financial records are maintained are the following:

- The School shall maintain an accrual basis accounting system in accordance with generally accepted accounting procedures;
- A corporate Chart of Accounts in accordance with GAAP shall be developed by the AFM, based on the annual budget data, to properly record all accounting activity.
- The SOS shall maintain all books of accounts. An accounting software package will be utilized to properly record all assets, liabilities, net assets, revenues, expenses and budgets. A certified public accountant will be available, as needed, to provide monthly accounting support to the SOS.
- The AFM shall prepare statements of financial position and statements of activities. These statements will be prepared in accordance with GAAP, and include a detailed reporting of asset, liability, revenue and expense categories, and a comparison between year-to-date actual and year-to-date budget data. Financial statements shall be presented to and reviewed by the Board Treasurer monthly and the Board of Trustees at their regularly scheduled meetings.



- All property and equipment acquisitions and dispositions shall be approved by the Board. Assets in excess of \$500 shall be capitalized and depreciated over their useful life in accordance with GAAP for nonprofit organizations. Asset purchases of under \$500 and software purchases shall be expensed. Asset purchases funded by certain government agencies with a standard policy of retaining title and ownership to these assets shall be expensed to noncapitalized equipment. The AFM will reconcile the fixed asset and related depreciation schedules to the general ledger account monthly.

**42. Provide supporting evidence that the budget plans are sound and that the entity is financially viable.**

AHWCS' budget plans are sound because we have endeavored to be most exacting and conservative in our assumptions. The budgets were prepared in conjunction with Edison Schools who has extensive experience in opening and managing schools over its fifteen year history. As such, the assumptions in the budgets are based on Edison's specific knowledge regarding the revenue streams and the costs associated with operating a school.

With regard to revenues, the budget plans use the assumptions provided by the Recovery School District in its guidelines for the Type 5 Charter Application. In addition, the assumption that the school will receive a \$200,000 Post-Charter Start-Up grant and an additional \$200,000 in its initial year of operations is realistic. Although the Board believes that it will be able to raise additional funding through outside sources, including partners from the business community and grants, these additional sources of revenue have not been included in the budgets.

On the expenses side, the AHWCS projects a realistic staffing structure over the five years of the charter, incorporating all instructional and non-instructional staff that will be necessary to operate a school. The staffing structure assumes that the staff will grow in proportion to the increase in number of students as the school adds additional grades in its second, third and fourth years of operations. Salaries are based on information published by the State of Louisiana and include bonuses, merit-based pay and all benefits. In addition, the budgets include conservative estimates for the costs of contracted services, such as transportation and food services, based on Edison Schools' experience in contracting for such services in over 100 schools. It is further assumed that were AHWCS to participate in a master contract through the district for such services, the costs would decrease. Similarly, with regard to the procurement of materials, the assumptions are realistic as they are based on the specific rates that Edison receives through its contracts with third party vendors.

The budgets are comprehensive and include all of the expenses that the school will incur. Further, the expense assumptions have been inflated by approximately 3% in years 2 through 5 in order to realistically capture cost increases that occur over time.

- 43. Describe how the identified school site will accommodate the school at full capacity for a five-year period. If the identified site will not accommodate the school at full capacity for a five year period, describe plans to meet full capacity space needs.**

The Andrew H. Wilson Charter School has indicated its preferences for RSD facilities as follows:

1. Andrew H. Wilson Elementary School
2. Harney Elementary School
3. Thomy Lafon Elementary School
4. McDonough 7 Elementary School

The Board has expressed a strong desire to open in the former Andrew H. Wilson Elementary School building, and have this facility be the School's permanent home. We recognize this school is not on the RSD's list of available buildings for the 2007-08 school year. However, our Board continues to aggressively work towards this site to the priority list and have it renovated in time to open our school next September.

Recognizing the need for alternative plans, however, we will also simultaneously pursue other potential RSD facilities that could serve us in the interim until such time as the Wilson building can be occupied. Our preferences for facilities beyond the Wilson building include Harney, Lafon and McDonough 7. The data provided on the RSD list indicates a "desired capacity" for these schools (except Lafon which has ample desired capacity) that is less than either our planned first-year enrollment or our full capacity enrollment. However, from indicated square-footage size of these buildings along with our own knowledge of these buildings, we strongly believe that there is greater capacity in them than referenced on the list and this greater capacity could accommodate our school. Thus, we need to more fully understand and examine the space availability in each of these schools.

Ultimately, if we were to be housed outside of our desired location in the Wilson building in our first year, it is our goal by the second year to move to the Wilson building and have it become our permanent home. We believe that the Wilson School building will have the requisite space to serve AHWCS at capacity.

- 44. If the identified site is not an RSD facility or a local school board-owned facility, provide the following details regarding the proposed facility:**
- a. The facility's physical address;**
  - b. The layout, including its square footage**
  - c. The number and size of the classrooms, common areas, recreational space, restrooms, any community facilities, and any other facilities;**
  - d. Evidence that the proposed facility can be secured (i.e. letter of intent, memorandum of understanding and/or contract); and**
  - e. Describe the potential renovation that needs to ensure compliance with applicable building and/or occupancy codes and to make the facility ready for school operations. Include a budget that identifies the estimated cost of such renovations and revenues that will be used. Also, include a project timeline and person(s) responsible for overseeing the renovations.**

The Board is not currently exploring any other options but RSD facilities; therefore, this question is not applicable.

***Open Court Reading* © 2005**  
**correlation to**  
**Louisiana English Comprehensive Curriculum English Language Arts**  
**Kindergarten**

**Unit 1: Bread, Bread, Bread**

<b>English Language Arts</b>
<b>Unit 1: Bread, Bread, Bread</b>
<b>4. Recognize and understand words found in environmental print. (ELA-1-E1)</b>
<b>Unit 1:</b> T28, T39, T97, T174, T231
<b>Unit 2:</b> T29, T47, T55, T61, T71, T201
<b>Unit 4:</b> T31, T257, T261
<b>Unit 6:</b> T109, T117
<b>Unit 8:</b> T65, T67, T69, T71, T73

<b>English Language Arts</b>
<b>Unit 1: Bread, Bread, Bread</b>
<b>5. Read books with predictable, repetitive text and simple illustrations. (ELA-1-E1)</b>
<b>Unit 1:</b> T173, T236, T328
<b>Unit 2:</b> T79, T149, T207, T289
<b>Unit 3:</b> T78, T79, T158, T159, T208, T209, T284, T285
<b>Unit 4:</b> T92, T93, T170, T171, T226, T227, T310, T311
<b>Unit 5:</b> T151, T196, T197, T263, T284, T285
<b>Unit 6:</b> T70, T71, T162, T163, T180, T181, T220, T221, T296, T297, T306, T307
<b>Unit 7:</b> T74, T75, T172, T173, T190, T191, T230, T231, T314, T315, T326, T327
<b>Unit 8:</b> T92, T93, T174, T175, T224, T225, T302l, T303

<b>English Language Arts</b>
<b>Unit 1: Bread, Bread, Bread</b>
<b>6. Identify that printed text is made up of sentences that begin with a capital letter and end with some type of punctuation. (ELA-1-E2)</b>
<b>Unit 1:</b> T41, T63, T83, T91, T113, T145, T158, T159, T169, T205, T206, T223, T233, T258, T284, T296, T329  <b>Unit 2:</b> T23, T34, T35, T77, T93, T116, T139, T147  <b>Unit 3:</b> T38, T76, T157, T184, T203, T208, T222, T284  <b>Unit 4:</b> T93, T306  <b>Unit 5:</b> T40, T56, T98, T128, T140-T141, T148, T151, T176, T195, T202, T209, T246, T262, T276, T277, T285  <b>Unit 6:</b> T234, T260  <b>Unit 7:</b> T86, T172, T190, T230, T296, T326  <b>Unit 8:</b> T22, T25, T39, T61, T91, T92, T174, T189, T200, T209, T216, T223, T224, T239, T263, T277, T293, T301, T302

<b>English Language Arts</b>
<b>Unit 1: Bread, Bread, Bread</b>
<b>7a. Demonstrate understanding of book and print concepts by doing the following: Locating front and back covers, title page, and inside pages of a book. (ELA-1-E2)</b>
<b>Unit 1:</b> T237  <b>Unit 6:</b> T31, T40  <b>Unit 7:</b> T31, T296  <b>Unit 8:</b> T33

<b>English Language Arts</b>
<b>Unit 1: Bread, Bread, Bread</b>
<b>7b. Demonstrate understanding of book and print concepts by doing the following: Identifying periods, question marks, and exclamation marks and demonstrating knowledge that they are used at the end of a sentence. (ELA-1-E2)</b>
<b>Unit 1:</b> T329  <b>Unit 2:</b> T33, T51, T63, T137, T153, T173, T183, T195, T231, T241, T245, T250, T277, T293  <b>Unit 3:</b> T103, T113, T159, T163, T206, T213, T233, T237, T239, T285, T289  <b>Unit 4:</b> T47, T53, T117, T123, T125, T227, T251, T255, T311  <b>Unit 5:</b> T83, T101, T105, T107, T229  <b>Unit 6:</b> T89, T189, T167, T199, T207, T259, T291, T311  <b>Unit 7:</b> T186, T190, T267  <b>Unit 8:</b> T117, T223, T224, T261

<b>English Language Arts</b>
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<b>Unit 1: Bread, Bread, Bread</b>
<b>7c. Demonstrate understanding of book and print concepts by doing the following: Isolating individual words in print. (ELA-1-E2)</b>
<b>Unit 1:</b> T89  <b>Unit 2:</b> T23, T35, T52, T64, T75, T93, T98, T113, T127, T139, T147  <b>Unit 3:</b> T22, T76, T118, T222, T246  <b>Unit 4:</b> T154, T184, T214, T222, T266  <b>Unit 5:</b> T124, T202, T282  <b>Unit 6:</b> T66, T148, T200  <b>Unit 7:</b> T86, T126, T210, T230, T310  <b>Unit 8:</b> T24, T58, T80, T81, T109, T149, T173, T189, T216, T223, T263, T277, T293, T300

<b>English Language Arts</b>
<b>Unit 1: Bread, Bread, Bread</b>
<b>8. Identify basic story elements, including simple plot sequences, setting, and simple character descriptions, in a favorite story using pictures and/or oral responses. (ELA-1-E4)</b>
<b>Unit 1:</b> T87, T97, T125, T150, T164, T261, T275, T295, T313, T320  <b>Unit 2:</b> T142, T282  <b>Unit 3:</b> T49, T54, T73, T152, T160, T229, T243, T251, T253, T255, T265, T267, T269, T271, T278  <b>Unit 4:</b> T51, T82, T83, T263, T279, T295, T297  <b>Unit 5:</b> T45, T59, T61, T63, T65, T72, T73, T135, T237, T255, T278  <b>Unit 6:</b> T298  <b>Unit 7:</b> T30, T163, T164, T174, T281, T283, T289, T299, T307, T316, T317, T318, T319  <b>Unit 8:</b> T82, T84, T85, T143, T165, T166, T167, T179, T294

<b>English Language Arts</b>
<b>Unit 1: Bread, Bread, Bread</b>
<b>9. Orally retell ideas and important facts in grade-appropriate texts read aloud by the teacher or read by the individual student. (ELA-1-E5)</b>
<b>Unit 1:</b> T87, T155, T164, T237, T320, T321
<b>Unit 2:</b> T135, T142, T207, T283
<b>Unit 3:</b> T54, T80, T136, T159, T191, T210, T271
<b>Unit 4:</b> T83, T85, T227, T302, T303, T311
<b>Unit 5:</b> T49, T65, T72, T135, T142, T151, T197, T255, T263, T278, T279
<b>Unit 6:</b> T155, T162, T298, T306
<b>Unit 7:</b> T163, T174, T190, T316, T318, T319, T326
<b>Unit 8:</b> T82, T84, T85, T164, T165, T166, T167, T294, T295, T296, T297

<b>English Language Arts</b>
<b>Unit 1: Bread, Bread, Bread</b>
<b>10. Answer questions about the important characters, setting, and events of a story. (ELA-1-E5)</b>
<b>Unit 1:</b> T36, T59, T71, T73, T79, T89, T119, T125, T137, T139, T141, T153, T155, T197, T209, T255, T267, T271, T273, T275, T283, T287, T289, T293, T305, T307, T309, T311, T319
<b>Unit 2:</b> T29, T47, T49, T59, T61, T71, T73, T79, T80, T105, T107, T109, T116, T119, T121, T123, T133, T135, T142, T171, T181, T183, T190, T193, T226, T229, T241, T243, T253, T257, T259, T266, T273, T275, T282
<b>Unit 3:</b> T29, T41, T49, T57, T59, T61, T63, T65, T72, T107, T111, T115, T125, T127, T129, T131, T136, T139, T141, T143, T145, T152, T159, T160, T181, T186, T189, T209, T229, T231, T237, T239, T243, T251, T253, T255, T257, T265, T266, T267, T269, T271, T278, T281, T286
<b>Unit 4:</b> T31, T51, T55, T65, T67, T69, T71, T73, T75, T82, T83, T93, T117, T123, T127, T137, T139, T149, T151, T161, T163, T193, T203, T246, T257, T261, T263, T273, T275, T277, T279, T289, T291, T293, T295, T302
<b>Unit 5:</b> T29, T49, T59, T61, T63, T65, T72, T73, T103, T109, T119, T121, T131, T133, T135, T142, T173, T180, T183, T235, T237, T239, T249, T251, T253, T255, T264, T267, T269, T271, T278
<b>Unit 6:</b> T30, T51, T61, T63, T70, T75, T77, T79, T117, T127, T131, T141, T143, T145, T180, T194, T257, T267, T269, T271, T281, T283, T287, T289, T298
<b>Unit 7:</b> T30, T39, T53, T63, T65, T67, T79, T81, T83, T123, T133, T135, T137, T139, T141, T151, T153, T155, T162, T164, T197, T204, T230, T257, T271, T281, T283, T285, T287, T289, T299, T301, T303, T305, T307, T316, T318
<b>Unit 8:</b> T31, T41, T45, T55, T65, T67, T69, T71, T73, T75, T127, T137, T139, T141, T143, T153, T155, T157, T195, T205, T224, T269, T271, T273, T289, T294, T302



<b>English Language Arts</b>
<b>Unit 1: Bread, Bread, Bread</b>
<b>11. Describe the connections between life experiences and texts. (ELA-1-E6)</b>
<b>Unit 1:</b> T36, T141, T155, T157, T173, T211, T231, T241, T271, T313
<b>Unit 2:</b> T33, T51, T63, T75, T83, T97, T111, T125, T137, T145, T149, T153, T173, T183, T195, T203, T211, T245, T261, T277, T285
<b>Unit 3:</b> T153, T181, T183, T186, T189, T191, T278, T286
<b>Unit 4:</b> T41, T75, T89, T129, T139, T227, T245, T311
<b>Unit 5:</b> T33, T51, T67, T75, T83, T175, T185, T241, T257, T263, T273, T281, T289
<b>Unit 6:</b> T53, T63, T65, T70, T75, T81, T89, T117, T119, T129, T145, T147, T157, T167, T187, T189, T197, T199, T311
<b>Unit 7:</b> T39, T67, T83, T141, T143, T207
<b>Unit 8:</b> T31, T47, T195, T213, T221, T229, T259

<b>English Language Arts</b>
<b>Unit 1: Bread, Bread, Bread</b>
<b>12. Respond to stories, legends, songs, and other literature from diverse cultural and ethnic groups by participating in activities such as answering questions, role-playing, and drawing. (ELA-6-E1)</b>
<b>Unit 1:</b> T87, T301, T305
<b>Unit 2:</b> T265, T275, T281, T288
<b>Unit 3:</b> T52, T211
<b>Unit 4:</b> T75, T231
<b>Unit 5:</b> T142, T209, T239, T278
<b>Unit 6:</b> T299
<b>Unit 7:</b> T162, T174, T316
<b>Unit 8:</b> T229

<b>English Language Arts</b>
<b>Unit 1: Bread, Bread, Bread</b>
<b>13. Identify whether the type of text read aloud is a true story, a fictional story, a song, or a poem. (ELA-6-E2)</b>
<b>Unit 2:</b> T107, T109, T116, T130, T253, T255, T257, T259, T269, T271, T273
<b>Unit 4:</b> T273, T275, T277, T289, T291, T293
<b>Unit 5:</b> T241, T257, T273, T281, T289
<b>Unit 7:</b> T271
<b>Unit 8:</b> T195

<b>English Language Arts</b>
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<b>Unit 1: Bread, Bread, Bread</b>
<b>14c. Demonstrate understanding of information in texts read aloud using a variety of strategies, including: Drawing conclusions from text. (ELA-7-E1)</b>
<b>Unit 2:</b> T119, T121, T123, T131, T133, T135
<b>Unit 3:</b> T125, T127, T129, T131, T139, T141, T143, T145
<b>Unit 5:</b> T249, T251, T253, T267, T269
<b>Unit 6:</b> T127, T129, T131, T141, T143, T145, T267, T269, T281, T283, T285, T287, T289

<b>English Language Arts</b>
<b>Unit 1: Bread, Bread, Bread</b>
<b>14d. Demonstrate understanding of information in texts read aloud using a variety of strategies, including: Using pictures to resolve questions. (ELA-7-E1)</b>
<b>Unit 1:</b> T52, T53, T54, T56, T58, T65, T68, T70, T74, T76, T78, T119, T121, T137, T153, T165, T229, T273, T289, T293, T305, T321
<b>Unit 2:</b> T47, T59, T61, T71, T73, T98, T105, T107, T133, T181, T241, T282, T283
<b>Unit 3:</b> T57, T72, T73, T107, T152, T210, T235, T237, T239
<b>Unit 4:</b> T65, T67, T69, T71, T73, T75, T87, T93, T123, T257, T261
<b>Unit 5:</b> T72, T103, T142, T191, T199
<b>Unit 6:</b> T140, T141, T142, T143, T144, T145, T213, T289
<b>Unit 7:</b> T81, T123, T154, T155, T165
<b>Unit 8:</b> T84, T85

<b>English Language Arts</b>
<b>Unit 1: Bread, Bread, Bread</b>
<b>16. Describe the role of an author and an illustrator. (ELA-7-E3)</b>
<b>Unit 1:</b> T283
<b>Unit 2:</b> T178, T262
<b>Unit 3:</b> T122, T136, T209
<b>Unit 4:</b> T42, T114, T134, T146, T158, T190, T200, T270
<b>Unit 5:</b> T56, T116, T264
<b>Unit 6:</b> T148, T184, T194
<b>Unit 7:</b> T31, T60, T70, T76, T148, T194, T200, T204
<b>Unit 8:</b> T78, T134, T150, T192, T202

<b>English Language Arts</b>
<b>Unit 1: Bread, Bread, Bread</b>
<b>18. Ask questions that demonstrate knowledge of character, setting, plot, and text type about texts read aloud (e.g., what, why, how). (ELA-7-E4)</b>
<b>Unit 1:</b> T36, T59, T71, T73, T79, T89, T119, T125, T137, T139, T141, T153, T155, T197, T209, T255, T267, T271, T273, T275, T283, T287, T289, T293, T305, T307, T309, T311, T319  <b>Unit 2:</b> T29, T47, T49, T59, T61, T71, T73, T79, T80, T105, T107, T109, T116, T119, T121, T123, T133, T135, T142, T171, T181, T183, T190, T193, T226, T229, T241, T243, T253, T257, T259, T266, T273, T275, T282  <b>Unit 3:</b> T29, T41, T49, T57, T59, T61, T63, T65, T72, T107, T111, T115, T125, T127, T129, T131, T136, T139, T141, T143, T145, T152, T159, T160, T181, T186, T189, T209, T229, T231, T237, T239, T243, T251, T253, T255, T257, T265, T266, T267, T269, T271, T278, T281, T286  <b>Unit 4:</b> T31, T51, T55, T65, T67, T69, T71, T73, T75, T82, T83, T93, T117, T123, T127, T137, T139, T149, T151, T161, T163, T193, T203, T246, T257, T261, T263, T273, T275, T277, T279, T289, T291, T293, T295, T302  <b>Unit 5:</b> T29, T49, T59, T61, T63, T65, T72, T73, T103, T109, T119, T121, T131, T133, T135, T142, T173, T180, T183, T235, T237, T239, T249, T251, T253, T255, T264, T267, T269, T271, T278  <b>Unit 6:</b> T30, T51, T61, T63, T70, T75, T77, T79, T117, T127, T131, T141, T143, T145, T180, T194, T257, T267, T269, T271, T281, T283, T287, T289, T298  <b>Unit 7:</b> T30, T39, T53, T63, T65, T67, T79, T81, T83, T123, T133, T135, T137, T139, T141, T151, T153, T155, T162, T164, T197, T204, T230, T257, T271, T281, T283, T285, T287, T289, T299, T301, T303, T305, T307, T316, T318  <b>Unit 8:</b> T31, T41, T45, T55, T65, T67, T69, T71, T73, T75, T127, T137, T139, T141, T143, T153, T155, T157, T195, T205, T224, T269, T271, T273, T289, T294, T302

<b>English Language Arts</b>
<b>Unit 1: Bread, Bread, Bread</b>
<b>20. Create compositions by participating in shared writing activities. (ELA-2-E1)</b>
<b>Unit 1:</b> T36, T45, T59, T79, T95, T143, T157, T175, T197, T219, T229, T313  <b>Unit 2:</b> T51, T80, T109, T123, T142, T189, T193, T195, T203, T209, T243, T275, T282, T291  <b>Unit 3:</b> T29, T81, T97, T117, T131, T160, T161, T181, T183, T245, T287  <b>Unit 4:</b> T85, T151, T153, T172, T193, T203, T211, T219, T245, T297, T305, T312, T313  <b>Unit 5:</b> T33, T49, T135, T152, T183, T191, T199, T206, T239  <b>Unit 6:</b> T63, T79, T133, T147, T155, T164, T165, T189, T222, T259, T308  <b>Unit 7:</b> T63, T85, T174, T199, T207, T215, T233, T273, T307, T318, T321, T328, T329  <b>Unit 8:</b> T31, T35, T127, T143, T157, T165, T176, T177, T197, T226, T227, T261, T275, T294, T296

<b>English Language Arts</b>
<b>Unit 1: Bread, Bread, Bread</b>
<b>21. Use illustrations, developmental/inventive spelling, and appropriate vocabulary to write for a specific purpose and/or audience. (ELA-2-E2)</b>
<b>Unit 1:</b> T89, T95, T97, T143, T157, T175, T177, T211, T221, T238, T277, T295, T313, T323, T331
<b>Unit 2:</b> T33, T51, T63, T75, T83, T111, T125, T150, T151, T195, R203, T211, T245, T277, T285, T291
<b>Unit 3:</b> T133, T147, T191, T197, T273
<b>Unit 4:</b> T57, T87, T141, T153
<b>Unit 5:</b> T67, T137, T193, T273
<b>Unit 6:</b> T65, T147, T207, T291
<b>Unit 7:</b> T157, T167, T217, T225, T309, T321
<b>Unit 8:</b> T77, T159, T213, T291

<b>English Language Arts</b>
<b>Unit 1: Bread, Bread, Bread</b>
<b>22. Create simple text using prior knowledge by drawing, dictating to the teacher, and/or writing using developmental/inventive spelling. (ELA-2-E3)</b>
<b>Unit 1:</b> T39, T61, T174, T221, T238, T295
<b>Unit 2:</b> T51, T253, T257, T259, T269, T271
<b>Unit 3:</b> T51, T75
<b>Unit 4:</b> T25, T114, T149, T151, T161, T173
<b>Unit 5:</b> T30, T61, T119, T239
<b>Unit 6:</b> T65, T147, T207, T222, T291, T299
<b>Unit 7:</b> T63

<b>English Language Arts</b>
<b>Unit 1: Bread, Bread, Bread</b>
<b>23. Use classroom resources (e.g., word walls, pictures dictionaries, teachers, peers) to support a writing process. (ELA-2-E3)</b>
<b>Unit 1:</b> T109, T131, T147, T161, T189, T203, T215, T225, T253, T281, T299, T317
<b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T164, T176, T177, T186, T198, T222, T248
<b>Unit 3:</b> T277
<b>Unit 4:</b> T27, T35, T57, T77, T81, T87, T94, T97, T129, T133, T141, T145, T153, T165, T169, T175, T187, T199, T209, T217, T225, T243, T269, T285, T301
<b>Unit 5:</b> T37, T71, T79, T95, T127, T155, T179, T209, T221, T261, T289
<b>Unit 6:</b> T25, T69, T86, T89, T101, T123, T161, T164, T167, T193, T219, T225, T237, T295, T311
<b>Unit 7:</b> T25, T37, T57, T71, T73, T93, T105, T129, T171, T177, T203, T213, T229, T235, T292, T309, T331
<b>Unit 8:</b> T92, T77, T94, T97, T179, T229, T264, T277, T307

<b>English Language Arts</b>
<b>Unit 1: Bread, Bread, Bread</b>
<b>25. Write informal notes, lists, letters, personal experiences, and stories using developmental/inventive spelling and pictures. (ELA-2-E4)</b>
<b>Unit 1:</b> T95, T97, T143, T157, T175, T211, T221, T231, T295, T313
<b>Unit 2:</b> T111, T151, T173, T183, T195, T203, T209, T291
<b>Unit 3:</b> T67, T81, T133, T147, T153, T160, T161, T191, T197, T210, T213, T259, T273, T278, T285, T287
<b>Unit 4:</b> T35, T57, T77, T85, T94, T97, T129, T141, T153, T165, T175, T195, T205, T211, T213, T221, T227, T228, T231
<b>Unit 5:</b> T51, T67, T81, T123, T137, T152, T183, T185, T193, T199, T206, T239, T257, T273, T287
<b>Unit 6:</b> T53, T65, T86, T147, T164, T165, T199, T207, T222, T273, T291, T299, T303
<b>Unit 7:</b> T55, T69, T157, T174, T209, T217, T233, T291, T309, T318

<b>English Language Arts</b>
<b>Unit 1: Bread, Bread, Bread</b>
<b>27. Use developmental/inventive spelling, supported by pictures, to represent a word or idea or to respond to a life experience or a text read aloud. (ELA-2-E6)</b>
<b>Unit 1:</b> T93, T111, T173, T205, T226, T227, T236, T254, T301, T305, T328
<b>Unit 2:</b> T37, T67, T76, T79, T95, T115, T129, T141, T149, T187, T198, T207, T223, T248, T265, T281, T288-T289
<b>Unit 3:</b> T79, T137, T208, T282, T284
<b>Unit 4:</b> T93, T171, T214, T227, T298, T310
<b>Unit 5:</b> T151, T167, T188, T196, T263, T284
<b>Unit 6:</b> T70, T162, T180, T220, T296, T306
<b>Unit 7:</b> T74, T172, T190, T230, T314, T326
<b>Unit 8:</b> T92, T174, T203, T224, T302

<b>English Language Arts</b>
<b>Unit 1: Bread, Bread, Bread</b>
<b>28. Demonstrate an understanding of letter placement in text by writing letters and words from left to right and top to bottom on a page. (ELA-3-E1)</b>
<b>Unit 1:</b> T108, T109, T130, T131, T147, T161, T189, T203, T215, T225, T226, T234, T238, T253, T278, T281, T299, T317
<b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T150, T164, T176, T177, T186, T198, T222, T248, T265, T281, T288, T291
<b>Unit 3:</b> T213, T223, T277, T289
<b>Unit 4:</b> T27, T35, T57, T61, T77, T81, T87, T91, T94, T97, T111, T129, T133, T141, T145, T153, T157, T165, T169, T175, T187, T199, T209, T217, T225, T228, T243, T269, T285, T301, T309, T313
<b>Unit 5:</b> T37, T71, T79, T83, T95, T127, T142, T143, T155, T179, T206, T209, T221, T261, T289
<b>Unit 6:</b> T25, T37, T69, T86, T89, T101, T123, T137, T161, T164, T167, T193, T203, T219, T225, T237, T263, T295, T299, T311
<b>Unit 7:</b> T25, T37, T73, T93, T105, T129, T171, T177, T203, T213, T217, T229, T235, T331
<b>Unit 8:</b> T97, T179, T224, T229, T305, T307

<b>English Language Arts</b>
<b>Unit 1: Bread, Bread, Bread</b>
<b>29. Print all uppercase and lowercase letters. (ELA-3-E1)</b>
<b>Unit 1:</b> T108, T109, T130, T131, T147, T161, T189, T203, T215, T225, T226, T234, T238, T253, T278, T281, T299, T317
<b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T150, T164, T176, T177, T186, T198, T222, T248, T265, T281, T288, T291
<b>Unit 3:</b> T213, T223, T277, T289
<b>Unit 4:</b> T27, T35, T57, T61, T77, T81, T87, T91, T94, T97, T111, T129, T133, T141, T145, T153, T157, T165, T169, T175, T187, T199, T209, T217, T225, T228, T243, T269, T285, T301, T309, T313
<b>Unit 5:</b> T37, T71, T79, T83, T95, T127, T142, T143, T155, T179, T206, T209, T221, T261, T289
<b>Unit 6:</b> T25, T37, T69, T86, T89, T101, T123, T137, T161, T164, T167, T193, T203, T219, T225, T237, T263, T295, T299, T311
<b>Unit 7:</b> T25, T37, T73, T93, T105, T129, T171, T177, T203, T213, T217, T229, T235, T331
<b>Unit 8:</b> T97, T179, T224, T229, T305, T307

<b>English Language Arts</b>
<b>Unit 1: Bread, Bread, Bread</b>
<b>30. Print letters and words with proper figure grounding on a line and with appropriate spaces between words. (ELA-3-E1)</b>
<b>Unit 1:</b> T108, T109, T130, T131, T147, T161, T189, T203, T215, T225, T226, T234, T238, T253, T278, T281, T299, T317
<b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T150, T164, T176, T177, T186, T198, T222, T248, T265, T281, T288, T291
<b>Unit 3:</b> T213, T223, T277, T289
<b>Unit 4:</b> T27, T35, T57, T61, T77, T81, T87, T91, T94, T97, T111, T129, T133, T141, T145, T153, T157, T165, T169, T175, T187, T199, T209, T217, T225, T228, T243, T269, T285, T301, T309, T313
<b>Unit 5:</b> T37, T71, T79, T83, T95, T127, T142, T143, T155, T179, T206, T209, T221, T261, T289
<b>Unit 6:</b> T25, T37, T69, T86, T89, T101, T123, T137, T161, T164, T167, T193, T203, T219, T225, T237, T263, T295, T299, T311
<b>Unit 7:</b> T25, T37, T73, T93, T105, T129, T171, T177, T203, T213, T217, T229, T235, T331
<b>Unit 8:</b> T97, T179, T224, T229, T305, T307

<b>English Language Arts</b>
<b>Unit 1: Bread, Bread, Bread</b>
<b>33. Initiate and sustain normal conversation on a specific topic with the teacher. (ELA-4-E1)</b>
<p><b>Unit 1:</b> T30, T36, T37, T45, T46, T53, T71, T73, T79, T89, T94, T113, T114, T119, T121, T137, T139, T141, T153, T155, T174, T231</p> <p><b>Unit 2:</b> T25, T26, T29, T39, T40, T47, T51, T55, T56, T67, T68, T81, T98, T111, T116, T125, T130, T137, T143, T145, T151, T153, T167, T168, T173, T183, T187, T189, T190, T195, T201, T203, T208, T211, T223, T225, T245, T250, T261, T277, T285, T293</p> <p><b>Unit 3:</b> T29, T49, T115, T143, T211, T226, T243, T257, T281, T287</p> <p>Unit 4: T95, T172, T173, T189, T193, T203, T213, T219, T221, T228, T257, T263, T265, T271, T295, T303, T312</p> <p><b>Unit 5:</b> T26, T29, T31, T39, T40, T49, T55, T56, T59, T66, T73, T80, T97, T103, T109, T115, T116, T119, T121, T131, T133, T135, T145, T199</p> <p><b>Unit 6:</b> T30, T31, T39, T40, T63, T75, T77, T79, T81, T103, T104, T117, T138, T154, T155, T183, T197, T205, T213, T239, T240, T301, T308</p> <p><b>Unit 7:</b> T26, T30, T31, T40, T67, T76, T81, T83, T85, T107, T108, T133, T137, T139, T141, T193, T215, T223, T235, T250, T271, T321</p> <p><b>Unit 8:</b> T26, T31, T33, T41, T42, T45, T47, T51, T55, T65, T67, T69, T71, T73, T75, T87, T111, T112, T169, T191, T211, T219, T242, T273, T289</p>

<b>English Language Arts</b>
<b>Unit 1: Bread, Bread, Bread</b>
<b>34. Express feelings, needs, and ideas in complete sentences. (ELA-4-E1)</b>
<p><b>Unit 1:</b> T41, T63, T83, T91, T113, T145, T158, T159, T169, T205, T206, T223, T233, T258, T284, T296, T329</p> <p><b>Unit 2:</b> T23, T34, T35, T77, T93, T116, T139, T147</p> <p><b>Unit 3:</b> T38, T76, T157, T184, T203, T208, T222, T284</p> <p><b>Unit 4:</b> T93, T306</p> <p><b>Unit 5:</b> T40, T56, T98, T128, T140, T141, T148, T151, T176, T195, T202, T209, T246, T262, T276, T277, T285</p> <p><b>Unit 6:</b> T234, T260</p> <p><b>Unit 7:</b> T86, T172, T190, T230, T296, T326</p> <p><b>Unit 8:</b> T22, T25, T39, T61, T91, T92, T174, T189, T200, T209, T216, T223, T224, T239, T263, T277, T293, T301, T302</p>



<b>English Language Arts</b>
<b>Unit 1: Bread, Bread, Bread</b>
<b>37. Describe people, places, things (e.g., size, color, shape), locations, and actions from a story read aloud. (ELA-4-E3)</b>
<p><b>Unit 1:</b> T28, T30, T36, T39, T45, T53, T61, T81, T89, T97, T106, T110, T113, T128, T132, T148, T157, T162, T174, T190, T193, T194, T199, T204, T211, T212, T219, T221, T227, T229, T231, T241, T257, T302, T330</p> <p><b>Unit 2:</b> T25, T26, T29, T39, T40, T47, T51, T56, T67, T68, T81, T98, T111, T116, T125, T130, T137, T143, T145, T153, T167, T168, T173, T183, T187, T189, T190, T195, T201, T203, T208, T211, T223, T225, T245, T250, T261, T277, T285, T293</p> <p><b>Unit 3:</b> T26, T29, T31, T33, T37, T38, T98, T117, T122, T136, T147, T155, T160, T177, T178, T183, T186, T191, T195, T197, T203, T205, T213, T226, T245, T248, T259, T262, T273, T278, T279, T281, T287</p> <p><b>Unit 4:</b> T28, T33, T41, T55, T134, T141, T146, T153, T158, T165, T172, T175, T189, T211, T219, T228, T265, T281, T297, T305</p> <p><b>Unit 5:</b> T26, T31, T39, T40, T56, T80, T83, T97, T115, T116, T119, T169, T170, T191, T199, T224, T241, T246, T257, T273, T289</p> <p><b>Unit 6:</b> T31, T33, T39, T53, T65, T104, T119, T133, T138, T154, T164, T183, T197, T205, T213, T239, T240, T291, T299, T301, T308</p> <p><b>Unit 7:</b> T26, T31, T40, T55, T67, T76, T93, T107, T108, T125, T143, T157, T193, T204, T207, T215, T223, T250, T321</p> <p><b>Unit 8:</b> T26, T33, T41, T42, T45, T47, T51, T65, T67, T69, T71, T73, T75, T111, T112, T150, T191, T202, T211, T219, T242, T295</p>

<b>English Language Arts</b>
<b>Unit 1: Bread, Bread, Bread</b>
<b>39. Listen to and recite short poems and stories for an audience. (ELA-4-E5)</b>
<p><b>Unit 1:</b> T43, T87, T297</p> <p><b>Unit 2:</b> T76, T262, T286</p> <p><b>Unit 3:</b> T52, T184, T211</p> <p><b>Unit 4:</b> T142, T306</p> <p><b>Unit 7:</b> T174, T232, T329</p> <p><b>Unit 8:</b> T88</p>

<b>English Language Arts</b>
<b>Unit 1: Bread, Bread, Bread</b>
<b>40. Respond to video/film versions of a story read aloud through activities such as role-playing, illustrating, and discussing without interruption. (EAL-4-E6)</b>
<p><b>Unit 3:</b> T37, T225</p> <p><b>Unit 7:</b> T326</p> <p><b>Unit 8:</b> T261, T304</p>

<b>English Language Arts</b>
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<b>Unit 1: Bread, Bread, Bread</b>
<b>42. Use a computer mouse to navigate the screen. (ELA-5-E1)</b>
<b>Unit 2:</b> T172, T244
<b>Unit 4:</b> T34, T128, T172, T194

<b>English Language Arts</b>
<b>Unit 1: Bread, Bread, Bread</b>
<b>43. Identify that a computer has a keyboard to enter information. (ELA-5-E1)</b>
<b>Unit 2:</b> T172, T244
<b>Unit 4:</b> T34, T128, T172, T194

<b>English Language Arts</b>
<b>Unit 1: Bread, Bread, Bread</b>
<b>44. Use technology to produce class work. (ELA-5-E4)</b>
<b>Unit 2:</b> T172, T244
<b>Unit 4:</b> T34, T128, T172, T194

<b>English Language Arts</b>
<b>Unit 1: Bread, Bread, Bread</b>
<b>45. Read and interpret a classroom schedule. (ELA-5-E6)</b>
<b>Unit 1:</b> T237, T283
<b>Unit 2:</b> T178, T262
<b>Unit 3:</b> T122, T136, T209
<b>Unit 4:</b> T42, T114, T134, T146, T158, T190, T200, T270
<b>Unit 5:</b> T56, T116, T264
<b>Unit 6:</b> T31, T40, T148, T184, T194
<b>Unit 7:</b> T31, T60, T70, T76, T148, T194, T200, T204, T296
<b>Unit 8:</b> T33, T78, T134, T150, T192, T202

## Unit 2: How Others Can Learn About Me--Autobiographies

<b>English Language Arts</b>
<b>Unit 2: How Others Can Learn About Me--Autobiographies</b>
<b>2a. Demonstrate understanding of alphabetic principle by doing the following: Distinguishing and naming all uppercase and lower case letters. (ELA-1-E1)</b>
<p><b>Unit 1:</b> T53, T55, T62, T69, T108, T110, T123, T130, T132, T137, T139, T146, T148, T149, T153, T160, T170, T171, T190, T204, T214, T215, T226, T234, T235, T237, T254, T263, T265, T280, T282, T298, T300, T316, T318, T327</p> <p><b>Unit 2:</b> T25, T37, T43, T55, T66, T78, T95, T103, T107, T112, T114, T115, T116, T125, T126, T128, T129, T138, T141, T146, T148, T164, T165, T176, T186, T187, T198, T199, T206, T208, T223, T239, T248, T249, T250, T261, T264, T265, T266, T278, T280, T281, T288</p> <p><b>Unit 3:</b> T25, T35, T41, T47, T52, T53, T70, T71, T94, T101, T109, T120, T121, T158, T206, T208, T233, T282, T284, T285</p> <p><b>Unit 4:</b> T35, T49, T57, T77, T87, T92, T97, T129, T141, T153, T165, T170, T175, T199, T206, T226, T282, T310</p> <p><b>Unit 5:</b> T24, T55, T114, T126, T178, T186, T188, T231, T244</p> <p><b>Unit 6:</b> T22, T24, T36, T49, T51, T53, T56, T57, T65, T68, T85, T100, T113, T115, T122, T150, T151, T178, T180, T181, T187, T202, T210, T211, T234, T236, T257, T273, T277, T294</p> <p><b>Unit 7:</b> T24, T45, T47, T59, T89, T104, T111, T113, T117, T126, T146, T160, T161, T197, T202, T212, T220, T228, T246, T253, T269, T295, T312</p> <p><b>Unit 8:</b> T39, T53, T60, T108, T123, T127, T132, T245, T261, T275, T281, T291</p>

<b>English Language Arts</b>
<b>Unit 2: How Others Can Learn About Me--Autobiographies</b>
<b>2b. Demonstrate understanding of alphabetic principle by doing the following: Identifying own first and last name. (ELA-1-E1)</b>
<p><b>Unit 1:</b> T173, T236, T237, T328</p> <p><b>Unit 2:</b> T130, T149, T180, T181, T207, T208</p> <p><b>Unit 3:</b> T43, T78, T79, T80, T109, T158, T159, T208, T233, T282, T284</p> <p><b>Unit 4:</b> T49, T92, T93, T121, T170, T226, T249, T298, T310, T311</p> <p><b>Unit 5:</b> T56, T103, T128, T151, T196, T197, T263, T285</p> <p><b>Unit 6:</b> T70, T148, T162, T180, T220, T234, T296, T306</p> <p><b>Unit 7:</b> T24, T43, T45, T49, T70, T74, T86, T113, T161, T172, T186, T190, T200, T255, T261, T314, T326</p> <p><b>Unit 8:</b> T22, T60, T78, T81, T91, T92, T109, T130, T133, T149, T163, T173, T174, T188, T189, T198, T200, T208, T209, T216, T223, T238, T239, T262, T263, T264, T276, T277, T281, T292, T293, T301, T302</p>

<b>English Language Arts</b>
<b>Unit 2: How Others Can Learn About Me--Autobiographies</b>
<b>4. Recognize and understand words found in environmental print. (ELA-1-E1)</b>
<b>Unit 1:</b> T28, T39, T97, T174, T231
<b>Unit 2:</b> T29, T47, T55, T61, T71, T201
<b>Unit 4:</b> T31, T257, T261
<b>Unit 6:</b> T109, T117
<b>Unit 8:</b> T65, T67, T69, T71, T73

<b>English Language Arts</b>
<b>Unit 2: How Others Can Learn About Me—Autobiographies</b>
<b>5. Read books with predictable, repetitive text and simple illustrations. (ELA-1-E1)</b>
<b>Unit 1:</b> T173, T236, T328
<b>Unit 2:</b> T79, T149, T207, T289
<b>Unit 3:</b> T78, T79, T158, T159, T208, T209, T284, T285
<b>Unit 4:</b> T92, T93, T170, T171, T226, T227, T310, T311
<b>Unit 5:</b> T151, T196, T197, T263, T284, T285
<b>Unit 6:</b> T70, T71, T162, T163, T180, T181, T220, T221, T296, T297, T306, T307
<b>Unit 7:</b> T74, T75, T172, T173, T190, T191, T230, T231, T314, T315, T326, T327
<b>Unit 8:</b> T92, T93, T174, T175, T224, T225, T302l, T303

<b>English Language Arts</b>
<b>Unit 2: How Others Can Learn About Me--Autobiographies</b>
<b>7a. Demonstrate understanding of book and print concepts by doing the following: (ELA-1-E2)</b>
<b>Unit 1:</b> T237
<b>Unit 6:</b> T31, T40
<b>Unit 7:</b> T31, T296
<b>Unit 8:</b> T33

<b>English Language Arts</b>
<b>Unit 2: How Others Can Learn About Me--Autobiographies</b>
<b>7c. Demonstrate understanding of book and print concepts by doing the following: Isolating individual words in print. (ELA-1-E2)</b>
<b>Unit 1:</b> T89  <b>Unit 2:</b> T23, T35, T52, T64, T75, T93, T98, T113, T127, T139, T147  <b>Unit 3:</b> T22, T76, T118, T222, T246  <b>Unit 4:</b> T154, T184, T214, T222, T266  <b>Unit 5:</b> T124, T202, T282  <b>Unit 6:</b> T66, T148, T200  <b>Unit 7:</b> T86, T126, T210, T230, T310  <b>Unit 8:</b> T24, T58, T80, T81, T109, T149, T173, T189, T216, T223, T263, T277, T293, T300

<b>English Language Arts</b>
<b>Unit 2: How Others Can Learn About Me--Autobiographies</b>
<b>9. Orally retell ideas and important facts in grade-appropriate texts read aloud by the teacher or read by the individual student. (ELA-1-E5)</b>
<b>Unit 1:</b> T87, T155, T164, T237, T320, T321  <b>Unit 2:</b> T135, T142, T207, T283  <b>Unit 3:</b> T54, T80, T136, T159, T191, T210, T271  <b>Unit 4:</b> T83, T85, T227, T302, T303, T311  <b>Unit 5:</b> T49, T65, T72, T135, T142, T151, T197, T255, T263, T278, T279  <b>Unit 6:</b> T155, T162, T298, T306  <b>Unit 7:</b> T163, T174, T190, T316, T318, T319, T326  <b>Unit 8:</b> T82, T84, T85, T164, T165, T166, T167, T294, T295, T296, T297

<b>English Language Arts</b>
<b>Unit 2: How Others Can Learn About Me--Autobiographies</b>
<b>10. Answer questions about the important characters, setting, and events of a story. (ELA-1-E5)</b>
<b>Unit 1:</b> T36, T59, T71, T73, T79, T89, T119, T125, T137, T139, T141, T153, T155, T197, T209, T255, T267, T271, T273, T275, T283, T287, T289, T293, T305, T307, T309, T311, T319
<b>Unit 2:</b> T29, T47, T49, T59, T61, T71, T73, T79, T80, T105, T107, T109, T116, T119, T121, T123, T133, T135, T142, T171, T181, T183, T190, T193, T226, T229, T241, T243, T253, T257, T259, T266, T273, T275, T282
<b>Unit 3:</b> T29, T41, T49, T57, T59, T61, T63, T65, T72, T107, T111, T115, T125, T127, T129, T131, T136, T139, T141, T143, T145, T152, T159, T160, T181, T186, T189, T209, T229, T231, T237, T239, T243, T251, T253, T255, T257, T265, T266, T267, T269, T271, T278, T281, T286
<b>Unit 4:</b> T31, T51, T55, T65, T67, T69, T71, T73, T75, T82, T83, T93, T117, T123, T127, T137, T139, T149, T151, T161, T163, T193, T203, T246, T257, T261, T263, T273, T275, T277, T279, T289, T291, T293, T295, T302
<b>Unit 5:</b> T29, T49, T59, T61, T63, T65, T72, T73, T103, T109, T119, T121, T131, T133, T135, T142, T173, T180, T183, T235, T237, T239, T249, T251, T253, T255, T264, T267, T269, T271, T278
<b>Unit 6:</b> T30, T51, T61, T63, T70, T75, T77, T79, T117, T127, T131, T141, T143, T145, T180, T194, T257, T267, T269, T271, T281, T283, T287, T289, T298
<b>Unit 7:</b> T30, T39, T53, T63, T65, T67, T79, T81, T83, T123, T133, T135, T137, T139, T141, T151, T153, T155, T162, T164, T197, T204, T230, T257, T271, T281, T283, T285, T287, T289, T299, T301, T303, T305, T307, T316, T318
<b>Unit 8:</b> T31, T41, T45, T55, T65, T67, T69, T71, T73, T75, T127, T137, T139, T141, T143, T153, T155, T157, T195, T205, T224, T269, T271, T273, T289, T294, T302

<b>English Language Arts</b>
<b>Unit 2: How Others Can Learn About Me--Autobiographies</b>
<b>11. Describe the connections between life experiences and texts. (ELA-1-E6)</b>
<b>Unit 1:</b> T36, T141, T155, T157, T173, T211, T231, T241, T271, T313
<b>Unit 2:</b> T33, T51, T63, T75, T83, T97, T111, T125, T137, T145, T149, T153, T173, T183, T195, T203, T211, T245, T261, T277, T285
<b>Unit 3:</b> T153, T181, T183, T186, T189, T191, T278, T286
<b>Unit 4:</b> T41, T75, T89, T129, T139, T227, T245, T311
<b>Unit 5:</b> T33, T51, T67, T75, T83, T175, T185, T241, T257, T263, T273, T281, T289
<b>Unit 6:</b> T53, T63, T65, T70, T75, T81, T89, T117, T119, T129, T145, T147, T157, T167, T187, T189, T197, T199, T311
<b>Unit 7:</b> T39, T67, T83, T141, T143, T207
<b>Unit 8:</b> T31, T47, T195, T213, T221, T229, T259

<b>English Language Arts</b>
<b>Unit 2: How Others Can Learn About Me--Autobiographies</b>
<b>12. Respond to stories, legends, songs, and other literature from diverse cultural and ethnic groups by participating in activities such as answering questions, role-playing, and drawing. (ELA-6-E1)</b>
<b>Unit 1:</b> T87, T301, T305
<b>Unit 2:</b> T265, T275, T281, T288
<b>Unit 3:</b> T52, T211
<b>Unit 4:</b> T75, T231
<b>Unit 5:</b> T142, T209, T239, T278
<b>Unit 6:</b> T299
<b>Unit 7:</b> T162, T174, T316
<b>Unit 8:</b> T229

<b>English Language Arts</b>
<b>Unit 2: How Others Can Learn About Me--Autobiographies</b>
<b>13. Identify whether the type of text read aloud is a true story, a fictional story, a song, or a poem. (ELA-6-E2)</b>
<b>Unit 2:</b> T107, T109, T116, T130, T253, T255, T257, T259, T269, T271, T273
<b>Unit 4:</b> T273, T275, T277, T289, T291, T293
<b>Unit 5:</b> T241, T257, T273, T281, T289
<b>Unit 7:</b> T271
<b>Unit 8:</b> T195

<b>English Language Arts</b>
<b>Unit 2: How Others Can Learn About Me--Autobiographies</b>
<b>14a. Demonstrate understanding of information in texts read aloud using a variety of strategies, including: Making predictions using prior knowledge and pictures. (ELA-7-E1)</b>
<b>Unit 1:</b> T46, T97, T127, T143, T157, T167, T231
<b>Unit 2:</b> T33, T51, T63, T75, T83, T98, T168, T195, T203, T211, T282
<b>Unit 3:</b> T31, T38, T98, T197, T205, T213, T226
<b>Unit 4:</b> T42, T190, T246
<b>Unit 5:</b> T40, T51, T111, T123, T150, T193, T201, T224
<b>Unit 6:</b> T40, T104, T184, T240
<b>Unit 7:</b> T26, T40, T108, T194, T250
<b>Unit 8:</b> T26, T42, T112, T192, T242

<b>English Language Arts</b>
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<b>Unit 2: How Others Can Learn About Me--Autobiographies</b>
<b>14c. Demonstrate understanding of information in texts read aloud using a variety of strategies, including: Using at least five pictures to sequence the events of a story. (ELA-7-E1)</b>
<b>Unit 1:</b> T165, T321  <b>Unit 2:</b> T282, T283  <b>Unit 3:</b> T72, T73, T152, T210  <b>Unit 5:</b> T72, T143  <b>Unit 6:</b> T298  <b>Unit 7:</b> T164, T165  <b>Unit 8:</b> T84, T85

<b>English Language Arts</b>
<b>Unit 2: How Others Can Learn About Me--Autobiographies</b>
<b>16. Describe the role of an author and an illustrator. (ELA-7-E3)</b>
<b>Unit 1:</b> T283  <b>Unit 2:</b> T178, T262  <b>Unit 3:</b> T122, T136, T209  <b>Unit 4:</b> T42, T114, T134, T146, T158, T190, T200, T270  <b>Unit 5:</b> T56, T116, T264  <b>Unit 6:</b> T148, T184, T194  <b>Unit 7:</b> T31, T60, T70, T76, T148, T194, T200, T204  <b>Unit 8:</b> T78, T134, T150, T192, T202



<b>English Language Arts</b>
<b>Unit 2: How Others Can Learn About Me--Autobiographies</b>
<b>18. Ask questions that demonstrate knowledge of character, setting, plot, and text type about texts read aloud (e.g., what, why, how). (ELA-7-E4)</b>
<b>Unit 1:</b> T36, T59, T71, T73, T79, T89, T119, T125, T137, T139, T141, T153, T155, T197, T209, T255, T267, T271, T273, T275, T283, T287, T289, T293, T305, T307, T309, T311, T319  <b>Unit 2:</b> T29, T47, T49, T59, T61, T71, T73, T79, T80, T105, T107, T109, T116, T119, T121, T123, T133, T135, T142, T171, T181, T183, T190, T193, T226, T229, T241, T243, T253, T257, T259, T266, T273, T275, T282  <b>Unit 3:</b> T29, T41, T49, T57, T59, T61, T63, T65, T72, T107, T111, T115, T125, T127, T129, T131, T136, T139, T141, T143, T145, T152, T159, T160, T181, T186, T189, T209, T229, T231, T237, T239, T243, T251, T253, T255, T257, T265, T266, T267, T269, T271, T278, T281, T286  <b>Unit 4:</b> T31, T51, T55, T65, T67, T69, T71, T73, T75, T82, T83, T93, T117, T123, T127, T137, T139, T149, T151, T161, T163, T193, T203, T246, T257, T261, T263, T273, T275, T277, T279, T289, T291, T293, T295, T302  <b>Unit 5:</b> T29, T49, T59, T61, T63, T65, T72, T73, T103, T109, T119, T121, T131, T133, T135, T142, T173, T180, T183, T235, T237, T239, T249, T251, T253, T255, T264, T267, T269, T271, T278  <b>Unit 6:</b> T30, T51, T61, T63, T70, T75, T77, T79, T117, T127, T131, T141, T143, T145, T180, T194, T257, T267, T269, T271, T281, T283, T287, T289, T298  <b>Unit 7:</b> T30, T39, T53, T63, T65, T67, T79, T81, T83, T123, T133, T135, T137, T139, T141, T151, T153, T155, T162, T164, T197, T204, T230, T257, T271, T281, T283, T285, T287, T289, T299, T301, T303, T305, T307, T316, T318  <b>Unit 8:</b> T31, T41, T45, T55, T65, T67, T69, T71, T73, T75, T127, T137, T139, T141, T143, T153, T155, T157, T195, T205, T224, T269, T271, T273, T289, T294, T302

<b>English Language Arts</b>
<b>Unit 2: How Others Can Learn About Me--Autobiographies</b>
<b>20. Create compositions by participating in shared writing activities. (ELA-2-E1)</b>
<b>Unit 1:</b> T36, T45, T59, T79, T95, T143, T157, T175, T197, T219, T229, T313  <b>Unit 2:</b> T51, T80, T109, T123, T142, T189, T193, T195, T203, T209, T243, T275, T282, T291  <b>Unit 3:</b> T29, T81, T97, T117, T131, T160, T161, T181, T183, T245, T287  <b>Unit 4:</b> T85, T151, T153, T172, T193, T203, T211, T219, T245, T297, T305, T312, T313  <b>Unit 5:</b> T33, T49, T135, T152, T183, T191, T199, T206, T239  <b>Unit 6:</b> T63, T79, T133, T147, T155, T164, T165, T189, T222, T259, T308  <b>Unit 7:</b> T63, T85, T174, T199, T207, T215, T233, T273, T307, T318, T321, T328, T329  <b>Unit 8:</b> T31, T35, T127, T143, T157, T165, T176, T177, T197, T226, T227, T261, T275, T294, T296

<b>English Language Arts</b>
<b>Unit 2: How Others Can Learn About Me--Autobiographies</b>
<b>21. Use illustrations, developmental/inventive spelling, and appropriate vocabulary to write for a specific purpose and/or audience. (ELA-2-E2)</b>
<b>Unit 1:</b> T89, T95, T97, T143, T157, T175, T177, T211, T221, T238, T277, T295, T313, T323, T331  <b>Unit 2:</b> T33, T51, T63, T75, T83, T111, T125, T150, T151, T195, R203, T211, T245, T277, T285, T291  <b>Unit 3:</b> T133, T147, T191, T197, T273  <b>Unit 4:</b> T57, T87, T141, T153  <b>Unit 5:</b> T67, T137, T193, T273  <b>Unit 6:</b> T65, T147, T207, T291  <b>Unit 7:</b> T157, T167, T217, T225, T309, T321  <b>Unit 8:</b> T77, T159, T213, T291

<b>English Language Arts</b>
<b>Unit 2: How Others Can Learn About Me—Autobiographies</b>
<b>22. Create simple text using prior knowledge by drawing, dictating to the teacher, and/or writing using developmental/inventive spelling. (ELA-2-E3)</b>
<b>Unit 1:</b> T39, T61, T174, T221, T238, T295  <b>Unit 2:</b> T51, T253, T257, T259, T269, T271  <b>Unit 3:</b> T51, T75  <b>Unit 4:</b> T25, T114, T149, T151, T161, T173  <b>Unit 5:</b> T30, T61, T119, T239  <b>Unit 6:</b> T65, T147, T207, T222, T291, T299  <b>Unit 7:</b> T63

<b>English Language Arts</b>
<b>Unit 2: How Others Can Learn About Me--Autobiographies</b>
<b>23. Use classroom resources (e.g., word walls, pictures dictionaries, teachers, peers) to support a writing process. (ELA-2-E3)</b>
<b>Unit 1:</b> T109, T131, T147, T161, T189, T203, T215, T225, T253, T281, T299, T317  <b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T164, T176, T177, T186, T198, T222, T248  <b>Unit 3:</b> T277  <b>Unit 4:</b> T27, T35, T57, T77, T81, T87, T94, T97, T129, T133, T141, T145, T153, T165, T169, T175, T187, T199, T209, T217, T225, T243, T269, T285, T301  <b>Unit 5:</b> T37, T71, T79, T95, T127, T155, T179, T209, T221, T261, T289  <b>Unit 6:</b> T25, T69, T86, T89, T101, T123, T161, T164, T167, T193, T219, T225, T237, T295, T311  <b>Unit 7:</b> T25, T37, T57, T71, T73, T93, T105, T129, T171, T177, T203, T213, T229, T235, T292, T309, T331  <b>Unit 8:</b> T92, T77, T94, T97, T179, T229, T264, T277, T307

<b>English Language Arts</b>
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<b>Unit 2: How Others Can Learn About Me--Autobiographies</b>
<b>25. Write informal notes, lists, letters, personal experiences, and stories using developmental/inventive spelling and pictures. (ELA-2-E4)</b>
<b>Unit 1:</b> T95, T97, T143, T157, T175, T211, T221, T231, T295, T313
<b>Unit 2:</b> T111, T151, T173, T183, T195, T203, T209, T291
<b>Unit 3:</b> T67, T81, T133, T147, T153, T160, T161, T191, T197, T210, T213, T259, T273, T278, T285, T287
<b>Unit 4:</b> T35, T57, T77, T85, T94, T97, T129, T141, T153, T165, T175, T195, T205, T211, T213, T221, T227, T228, T231
<b>Unit 5:</b> T51, T67, T81, T123, T137, T152, T183, T185, T193, T199, T206, T239, T257, T273, T287
<b>Unit 6:</b> T53, T65, T86, T147, T164, T165, T199, T207, T222, T273, T291, T299, T303
<b>Unit 7:</b> T55, T69, T157, T174, T209, T217, T233, T291, T309, T318

<b>English Language Arts</b>
<b>Unit 2: How Others Can Learn About Me--Autobiographies</b>
<b>27. Use developmental/inventive spelling, supported by pictures, to represent a word or idea or to respond to a life experience or a text read aloud. (ELA-2-E6)</b>
<b>Unit 1:</b> T93, T111, T173, T205, T226, T227, T236, T254, T301, T305, T328
<b>Unit 2:</b> T37, T67, T76, T79, T95, T115, T129, T141, T149, T187, T198, T207, T223, T248, T265, T281, T288-T289
<b>Unit 3:</b> T79, T137, T208, T282, T284
<b>Unit 4:</b> T93, T171, T214, T227, T298, T310
<b>Unit 5:</b> T151, T167, T188, T196, T263, T284
<b>Unit 6:</b> T70, T162, T180, T220, T296, T306
<b>Unit 7:</b> T74, T172, T190, T230, T314, T326
<b>Unit 8:</b> T92, T174, T203, T224, T302

<b>English Language Arts</b>
<b>Unit 2: How Others Can Learn About Me--Autobiographies</b>
<b>28. Demonstrate an understanding of letter placement in text by writing letters and words from left to right and top to bottom on a page. (ELA-3-E1)</b>
<b>Unit 1:</b> T108, T109, T130, T131, T147, T161, T189, T203, T215, T225, T226, T234, T238, T253, T278, T281, T299, T317
<b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T150, T164, T176, T177, T186, T198, T222, T248, T265, T281, T288, T291
<b>Unit 3:</b> T213, T223, T277, T289
<b>Unit 4:</b> T27, T35, T57, T61, T77, T81, T87, T91, T94, T97, T111, T129, T133, T141, T145, T153, T157, T165, T169, T175, T187, T199, T209, T217, T225, T228, T243, T269, T285, T301, T309, T313
<b>Unit 5:</b> T37, T71, T79, T83, T95, T127, T142, T143, T155, T179, T206, T209, T221, T261, T289
<b>Unit 6:</b> T25, T37, T69, T86, T89, T101, T123, T137, T161, T164, T167, T193, T203, T219, T225, T237, T263, T295, T299, T311
<b>Unit 7:</b> T25, T37, T73, T93, T105, T129, T171, T177, T203, T213, T217, T229, T235, T331
<b>Unit 8:</b> T97, T179, T224, T229, T305, T307

<b>English Language Arts</b>
<b>Unit 2: How Others Can Learn About Me--Autobiographies</b>
<b>29. Print all uppercase and lowercase letters. (ELA-3-E1)</b>
<b>Unit 1:</b> T108, T109, T130, T131, T147, T161, T189, T203, T215, T225, T226, T234, T238, T253, T278, T281, T299, T317
<b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T150, T164, T176, T177, T186, T198, T222, T248, T265, T281, T288, T291
<b>Unit 3:</b> T213, T223, T277, T289
<b>Unit 4:</b> T27, T35, T57, T61, T77, T81, T87, T91, T94, T97, T111, T129, T133, T141, T145, T153, T157, T165, T169, T175, T187, T199, T209, T217, T225, T228, T243, T269, T285, T301, T309, T313
<b>Unit 5:</b> T37, T71, T79, T83, T95, T127, T142, T143, T155, T179, T206, T209, T221, T261, T289
<b>Unit 6:</b> T25, T37, T69, T86, T89, T101, T123, T137, T161, T164, T167, T193, T203, T219, T225, T237, T263, T295, T299, T311
<b>Unit 7:</b> T25, T37, T73, T93, T105, T129, T171, T177, T203, T213, T217, T229, T235, T331
<b>Unit 8:</b> T97, T179, T224, T229, T305, T307

<b>English Language Arts</b>
<b>Unit 2: How Others Can Learn About Me--Autobiographies</b>
<b>30. Print letters and words with proper figure grounding on a line and with appropriate spaces between words. (ELA-3-E1)</b>
<b>Unit 1:</b> T108, T109, T130, T131, T147, T161, T189, T203, T215, T225, T226, T234, T238, T253, T278, T281, T299, T317
<b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T150, T164, T176, T177, T186, T198, T222, T248, T265, T281, T288, T291
<b>Unit 3:</b> T213, T223, T277, T289
<b>Unit 4:</b> T27, T35, T57, T61, T77, T81, T87, T91, T94, T97, T111, T129, T133, T141, T145, T153, T157, T165, T169, T175, T187, T199, T209, T217, T225, T228, T243, T269, T285, T301, T309, T313
<b>Unit 5:</b> T37, T71, T79, T83, T95, T127, T142, T143, T155, T179, T206, T209, T221, T261, T289
<b>Unit 6:</b> T25, T37, T69, T86, T89, T101, T123, T137, T161, T164, T167, T193, T203, T219, T225, T237, T263, T295, T299, T311
<b>Unit 7:</b> T25, T37, T73, T93, T105, T129, T171, T177, T203, T213, T217, T229, T235, T331
<b>Unit 8:</b> T97, T179, T224, T229, T305, T307

<b>English Language Arts</b>
<b>Unit 2: How Others Can Learn About Me--Autobiographies</b>
<b>31. Identify and use uppercase letters at the beginning of own first and last names. (ELA-3-E2)</b>
<b>Unit 1:</b> T24, T40, T53, T82
<b>Unit 2:</b> T53, T279, T287
<b>Unit 4:</b> T58
<b>Unit 5:</b> T70
<b>Unit 6:</b> T53

<b>English Language Arts</b>
<b>Unit 2: How Others Can Learn About Me--Autobiographies</b>
<b>33. Initiate and sustain normal conversation on a specific topic with the teacher. (ELA-4-E1)</b>
<b>Unit 1:</b> T30, T36, T37, T45, T46, T53, T71, T73, T79, T89, T94, T113, T114, T119, T121, T137, T139, T141, T153, T155, T174, T231
<b>Unit 2:</b> T25, T26, T29, T39, T40, T47, T51, T55, T56, T67, T68, T81, T98, T111, T116, T125, T130, T137, T143, T145, T151, T153, T167, T168, T173, T183, T187, T189, T190, T195, T201, T203, T208, T211, T223, T225, T245, T250, T261, T277, T285, T293
<b>Unit 3:</b> T29, T49, T115, T143, T211, T226, T243, T257, T281, T287
<b>Unit 4:</b> T95, T172, T173, T189, T193, T203, T213, T219, T221, T228, T257, T263, T265, T271, T295, T303, T312
<b>Unit 5:</b> T26, T29, T31, T39, T40, T49, T55, T56, T59, T66, T73, T80, T97, T103, T109, T115, T116, T119, T121, T131, T133, T135, T145, T199
<b>Unit 6:</b> T30, T31, T39, T40, T63, T75, T77, T79, T81, T103, T104, T117, T138, T154, T155, T183, T197, T205, T213, T239, T240, T301, T308
<b>Unit 7:</b> T26, T30, T31, T40, T67, T76, T81, T83, T85, T107, T108, T133, T137, T139, T141, T193, T215, T223, T235, T250, T271, T321
<b>Unit 8:</b> T26, T31, T33, T41, T42, T45, T47, T51, T55, T65, T67, T69, T71, T73, T75, T87, T111, T112, T169, T191, T211, T219, T242, T273, T289

<b>English Language Arts</b>
<b>Unit 2: How Others Can Learn About Me--Autobiographies</b>
<b>34. Express feelings, needs, and ideas in complete sentences. (ELA-4-E1)</b>
<b>Unit 1:</b> T41, T63, T83, T91, T113, T145, T158, T159, T169, T205, T206, T223, T233, T258, T284, T296, T329  <b>Unit 2:</b> T23, T34, T35, T77, T93, T116, T139, T147  <b>Unit 3:</b> T38, T76, T157, T184, T203, T208, T222, T284  <b>Unit 4:</b> T93, T306  <b>Unit 5:</b> T40, T56, T98, T128, T140, T141, T148, T151, T176, T195, T202, T209, T246, T262, T276, T277, T285  <b>Unit 6:</b> T234, T260  <b>Unit 7:</b> T86, T172, T190, T230, T296, T326  <b>Unit 8:</b> T22, T25, T39, T61, T91, T92, T174, T189, T200, T209, T216, T223, T224, T239, T263, T277, T293, T301, T302

**English Language Arts****Unit 2: How Others Can Learn About Me--Autobiographies****35. Give and follow one- and two-step verbal and nonverbal directions without interrupting. (ELA-4-E2)**

**Unit 1:** T24, T41, T43, T46, T49, T51, T53, T55, T57, T62, T63, T65, T66, T69, T71, T75, T77, T79, T82, T83, T84, T85, T87, T90, T91, T92, T93, T94, T95, T109, T111, T114, T117, T123, T128, T129, T130, T131, T132, T133, T134, T137, T139, T144, T150, T153, T158, T160, T161, T162, T168, T169, T170, T171, T174, T175, T186, T197, T188, T189, T191, T201, T202, T203, T205, T212, T213, T214, T215, T216, T217, T222, T223, T224, T225, T226, T227, T232, T233, T234, T235, T237, T238, T250, T251, T252, T253, T254, T255, T261, T263, T265, T267, T269, T271, T278, T279, T280, T281, T282, T283, T284, T287, T289, T291, T296, T297, T298, T299, T300, T301, T302, T305, T307, T314, T315, T316, T317, T318, T320, T324, T325, T326, T327, T329, T331

**Unit 2:** T22, T23, T24, T25, T34, T35, T36, T37, T43, T45, T52, T54, T55, T56, T64, T65, T66, T67, T76, T77, T78, T92, T93, T94, T95, T98, T101, T103, T107, T112, T113, T114, T115, T126, T127, T128, T129, T138, T139, T140, T141, T146, T147, T148, T150, T151, T162, T163, T164, T165, T175, T176, T177, T184, T185, T186, T187, T190, T196, T197, T198, T199, T204, T205, T206, T207, T208, T220, T221, T222, T223, T229, T231, T233, T235, T239, T241, T246, T247, T248, T249, T262, T263, T264, T265, T275, T278, T280, T281, T283, T286, T287, T288, T289, T291

**Unit 3:** T22, T23, T25, T34, T35, T41, T43, T45, T47, T51, T52, T53, T68, T69, T70, T71, T72, T73, T76, T77, T80, T92, T93, T94, T101, T105, T109, T113, T118, T119, T120, T122, T134, T135, T148, T149, T150, T151, T152, T153, T156, T157, T158, T159, T160, T172, T173, T178, T184, T185, T186, T192, T193, T198, T199, T200, T201, T206, T207, T208, T210, T222, T223, T231, T233, T246, T247, T259, T260, T261, T274, T275, T276, T278, T282, T283, T285

**Unit 4:** T22, T24, T26, T27, T36, T37, T38, T39, T42, T45, T47, T49, T53, T59, T60, T61, T78, T79, T80, T81, T88, T89, T90, T91, T93, T94, T95, T106, T107, T108, T109, T110, T111, T114, T117, T119, T121, T123, T125, T130, T131, T132, T133, T134, T142, T143, T144, T145, T146, T154, T155, T156, T157, T158, T166, T167, T168, T169, T170, T171, T184, T185, T186, T187, T190, T193, T196, T197, T198, T199, T206, T207, T208, T209, T211, T214, T215, T216, T217, T219, T221, T222, T223, T224, T225, T227, T228, T240, T241, T242, T243, T251, T253, T255, T259, T266, T267, T268, T269, T282, T283, T284, T285, T286, T295, T297, T298, T299, T300, T301, T306, T305, T306, T307, T308, T309, T310, T311

**Unit 5:** T22, T23, T24, T25, T30, T31, T34, T35, T36, T37, T43, T47, T52, T53, T54, T55, T56, T67, T68, T69, T70, T71, T72, T73, T76, T77, T79, T80, T81, T92, T93, T94, T95, T98, T101, T105, T107, T112, T113, T114, T115, T116, T124, T125, T126, T127, T138, T139, T140, T141, T142, T143, T146, T147, T148, T164, T165, T166, T167, T176, T177, T178, T179, T183, T186, T187, T188, T189, T194, T195, T199, T202, T203, T204, T206, T218, T219, T220, T221, T229, T231, T239, T242, T243, T244, T245, T258, T259, T260, T261, T262, T274, T275, T276, T277, T278, T282, T283

**Unit 6:** T22, T23, T24, T25, T34, T35, T36, T37, T43, T47, T49, T51, T54, T55, T56, T57, T58, T66, T67, T68, T69, T70, T72, T82, T83, T84, T85, T98, T99, T100, T101, T104, T107, T109, T111, T113, T115, T120, T121, T122, T123, T124, T134, T135, T136, T137, T138, T148, T149, T150, T151, T152, T153, T154, T157, T158, T159, T160, T161, T162, T164, T176, T177, T178, T179, T180, T184, T190, T191, T192, T193, T194, T199, T200, T201, T202, T203, T208, T209, T210, T211, T216, T217, T218, T219, T220, T222, T234, T235, T236, T237, T243, T245, T253, T255, T257, T259, T260, T261, T263, T274, T275, T276, T277, T292, T293, T294, T295, T296, T299, T302, T303, T304, T305, T306, T309

**Unit 7:** T22, T24, T25, T25, T34, T35, T36, T37, T40, T43, T45, T47, T49, T51, T53, T56, T57, T58, T59, T60, T70, T71, T72, T73, T74, T76, T86, T87, T88, T89, T90, T102, T103, T105, T111, T113, T115, T117, T119, T121, T126, T127, T128, T129, T130, T144, T145, T146, T147, T148, T158, T159, T160, T161, T162, T163, T164, T165, T167, T168, T169, T170, T171, T174, T186, T187, T188, T189, T190, T194, T197, T200, T201, T202, T203, T204, T210, T211, T212, T213, T218, T219, T220, T221, T226, T227, T228, T229, T230, T244, T245, T246, T247, T253, T255, T257, T259, T261, T263, T265, T267, T269, T271, T274, T275, T276, T277, T292, T293, T294, T295, T310, T311, T312, T313, T314, T319, T322, T323, T324, T326

**Unit 8:** T22, T23, T24, T25, T36, T37, T38, T39, T49, T53, T55, T58, T59, T60, T61, T62, T78, T79, T80, T81, T83, T84, T88, T90, T91, T92, T94, T106, T107, T108, T109, T115, T117, T119, T121, T123, T125, T127, T130, T131, T132, T133, T134, T146, T147, T148, T149, T150, T160, T161, T162, T163, T164, T165, T166, T167, T170, T172, T173, T174, T176, T188, T189, T192, T198, T199, T200, T201, T202, T208, T209, T214, T215, T216, T217, T222, T223, T224, T238, T239, T245, T247, T249, T262, T263, T264, T265, T276, T277, T281, T283, T285, T287, T292, T293, T295, T296, T300, T301

**English Language Arts**

<b>Unit 2: How Others Can Learn About Me--Autobiographies</b>
<b>36. Relate an experience or creative story in a logical sequence. (ELA-4-E3)</b>
<b>Unit 1:</b> T125, T221, T164, T165
<b>Unit 2:</b> T75, T203
<b>Unit 3:</b> T49, T65, T136, T152, T210, T243, T257, T278
<b>Unit 4:</b> T85, T165, T263, T295, T302, T303, T305
<b>Unit 5:</b> T65, T72, T123, T135, T143, T255, T263, T278, T279
<b>Unit 6:</b> T131, T155, T162, T298, T306
<b>Unit 7:</b> T163, T164, T174, T317, T318
<b>Unit 8:</b> T85, T143, T157, T165, T167, T294, T296, T297, T302

<b>English Language Arts</b>
<b>Unit 2: How Others Can Learn About Me--Autobiographies</b>
<b>37. Describe people, places, things (e.g., size, color, shape), locations, and actions from a story read aloud. (ELA-4-E3)</b>
<b>Unit 1:</b> T28, T30, T36, T39, T45, T53, T61, T81, T89, T97, T106, T110, T113, T128, T132, T148, T157, T162, T174, T190, T193, T194, T199, T204, T211, T212, T219, T221, T227, T229, T231, T241, T257, T302, T330
<b>Unit 2:</b> T25, T26, T29, T39, T40, T47, T51, T56, T67, T68, T81, T98, T111, T116, T125, T130, T137, T143, T145, T153, T167, T168, T173, T183, T187, T189, T190, T195, T201, T203, T208, T211, T223, T225, T245, T250, T261, T277, T285, T293
<b>Unit 3:</b> T26, T29, T31, T33, T37, T38, T98, T117, T122, T136, T147, T155, T160, T177, T178, T183, T186, T191, T195, T197, T203, T205, T213, T226, T245, T248, T259, T262, T273, T278, T279, T281, T287
<b>Unit 4:</b> T28, T33, T41, T55, T134, T141, T146, T153, T158, T165, T172, T175, T189, T211, T219, T228, T265, T281, T297, T305
<b>Unit 5:</b> T26, T31, T39, T40, T56, T80, T83, T97, T115, T116, T119, T169, T170, T191, T199, T224, T241, T246, T257, T273, T289
<b>Unit 6:</b> T31, T33, T39, T53, T65, T104, T119, T133, T138, T154, T164, T183, T197, T205, T213, T239, T240, T291, T299, T301, T308
<b>Unit 7:</b> T26, T31, T40, T55, T67, T76, T93, T107, T108, T125, T143, T157, T193, T204, T207, T215, T223, T250, T321
<b>Unit 8:</b> T26, T33, T41, T42, T45, T47, T51, T65, T67, T69, T71, T73, T75, T111, T112, T150, T191, T202, T211, T219, T242, T295



<b>English Language Arts</b>
<b>Unit 2: How Others Can Learn About Me--Autobiographies</b>
<b>38. Recite short poems, rhymes, and songs. (ELA-4-E4)</b>
<p><b>Unit 1:</b> T24, T25, T26, T28, T40, T41, T42, T63, T64, T82, T83, T84, T90, T92, T94, T108, T125, T130, T146, T160, T163, T165, T188, T200, T201, T202, T213, T214, T224, T234, T251, T252, T282, T301, T320, T324, T326</p> <p><b>Unit 2:</b> T22, T36, T53, T54, T65, T66, T76, T78, T92, T94, T112, T114, T126, T127, T128, T140, T148, T162, T164, T174, T185, T186, T197, T198, T204, T206, T246, T262, T264, T280</p> <p><b>Unit 3:</b> T26, T148, T156, T172, T184, T192, T199, T282</p> <p><b>Unit 4:</b> T22, T25, T36, T58, T80, T88, T90, T108, T143, T167, T168, T196, T206, T208, T214, T224, T240, T242, T266</p> <p><b>Unit 5:</b> T36, T54, T70, T78, T112, T114, T124, T166, T186, T202, T282</p> <p><b>Unit 6:</b> T34, T68, T98, T157, T192, T215, T216, T218</p> <p><b>Unit 7:</b> T22, T36, T56, T72, T85, T126, T200, T226, T244, T291, T331</p> <p><b>Unit 8:</b> T36, T38, T78, T146, T198, T214, T222, T276, T300</p>

<b>English Language Arts</b>
<b>Unit 2: How Others Can Learn About Me--Autobiographies</b>
<b>41. Participate in designated roles within classroom activities, such as line reader, teacher helper, and calendar helper. (ELA-4-E7)</b>
<p><b>Unit 1:</b> T24, T41, T43, T46, T49, T51, T53, T55, T57, T62, T63, T65, T66, T69, T71, T75, T77, T79, T82, T83, T84, T85, T87, T90, T91, T92, T93, T94, T95, T109, T111, T114, T117, T123, T128, T129, T130, T131, T132, T133, T134, T137, T139, T144, T150, T153, T158, T160, T161, T162, T168, T169, T170, T171, T174, T175, T186, T197, T188, T189, T191, T201, T202, T203, T205, T212, T213, T214, T215, T216, T217, T222, T223, T224, T225, T226, T227, T232, T233, T234, T235, T237, T238, T250, T251, T252, T253, T254, T255, T261, T263, T265, T267, T269, T271, T278, T279, T280, T281, T282, T283, T284, T287, T289, T291, T296, T297, T298, T299, T300, T301, T302, T305, T307, T314, T315, T316, T317, T318, T320, T324, T325, T326, T327, T329, T331</p> <p><b>Unit 2:</b> T22, T23, T24, T25, T34, T35, T36, T37, T43, T45, T52, T54, T55, T56, T64, T65, T66, T67, T76, T77, T78, T92, T93, T94, T95, T98, T101, T103, T107, T112, T113, T114, T115, T126, T127, T128, T129, T138, T139, T140, T141, T146, T147, T148, T150, T151, T162, T163, T164, T165, T175, T176, T177, T184, T185, T186, T187, T190, T196, T197, T198, T199, T204, T205, T206, T207, T208, T220, T221, T222, T223, T229, T231, T233, T235, T239, T241, T246, T247, T248, T249, T262, T263, T264, T265, T275, T278, T280, T281, T283, T286, T287, T288, T289, T291</p> <p><b>Unit 3:</b> T22, T23, T25, T34, T35, T41, T43, T45, T47, T51, T52, T53, T68, T69, T70, T71, T72, T73, T76, T77, T80, T92, T93, T94, T101, T105, T109, T113, T118, T119, T120, T122, T134, T135, T148, T149, T150, T151, T152, T153, T156, T157, T158, T159, T160, T172, T173, T178, T184, T185, T186, T192, T193, T198, T199, T200, T201, T206, T207, T208, T210, T222, T223, T231, T233, T246, T247, T259, T260, T261, T274, T275, T276, T278, T282, T283, T285</p> <p><b>Unit 4:</b> T22, T24, T26, T27, T36, T37, T38, T39, T42, T45, T47, T49, T53, T59, T60, T61, T78, T79, T80, T81, T88, T89, T90, T91, T93, T94, T95, T106, T107, T108, T109, T110, T111, T114, T117, T119, T121, T123, T125, T130, T131, T132, T133, T134, T142, T143, T144, T145, T146, T154, T155, T156, T157, T158, T166, T167, T168, T169, T170, T171, T184, T185, T186, T187, T190, T193, T196, T197, T198, T199, T206, T207, T208, T209, T211, T214, T215, T216, T217, T219, T221, T222, T223, T224, T225, T227, T228, T240, T241, T242, T243, T251, T253, T255, T259, T266, T267, T268, T269, T282, T283, T284, T285, T286, T295, T297, T298, T299, T300, T301, T306, T305, T306, T307, T308, T309, T310, T311</p> <p><b>Unit 5:</b> T22, T23, T24, T25, T30, T31, T34, T35, T36, T37, T43, T47, T52, T53, T54, T55, T56, T67, T68, T69, T70, T71, T72, T73, T76, T77, T79, T80, T81, T92, T93, T94, T95, T98, T101, T105, T107, T112, T113, T114, T115, T116, T124, T125, T126, T127, T138, T139, T140, T141, T142, T143, T146, T147, T148, T164, T165, T166, T167, T176, T177, T178, T179, T183, T186, T187, T188, T189, T194, T195, T199, T202, T203, T204, T206, T218, T219, T220, T221, T229, T231, T239, T242, T243, T244, T245, T258, T259, T260, T261, T262, T274, T275, T276, T277, T278, T282, T283</p> <p><b>Unit 6:</b> T22, T23, T24, T25, T34, T35, T36, T37, T43, T47, T49, T51, T54, T55, T56, T57, T58, T66, T67, T68, T69, T70, T72, T82, T83, T84, T85, T98, T99, T100, T101, T104, T107, T109, T111, T113, T115, T120, T121, T122, T123, T124, T134, T135, T136, T137, T138, T148, T149, T150, T151, T152, T153, T154, T157, T158, T159, T160, T161, T162, T164, T176, T177, T178, T179, T180, T184, T190, T191, T192, T193, T194, T199, T200, T201, T202, T203, T208, T209, T210, T211, T212, T213, T218, T219, T220, T222, T234, T235, T236, T237, T243, T245, T253, T255, T257, T259, T260, T261, T263, T274, T275, T276, T277, T292, T293, T294, T295, T296, T299, T302, T303, T304, T305, T306, T309</p> <p><b>Unit 7:</b> T22, T24, T25, T25, T34, T35, T36, T37, T40, T43, T45, T47, T49, T51, T53, T56, T57, T58, T59, T60, T70, T71, T72, T73, T74, T76, T86, T87, T88, T89, T90, T102, T103, T105, T111, T113, T115, T117, T119, T121, T126, T127, T128, T129, T130, T144, T145, T146, T147, T148, T158, T159, T160, T161, T162, T163, T164, T165, T167, T168, T169, T170, T171, T174, T186, T187, T188, T189, T190, T194, T197, T200, T201, T202, T203, T204, T210, T211, T212, T213, T218, T219, T220, T221, T226, T227, T228, T229, T230, T244, T245, T246, T247, T253, T255, T257, T259, T261, T263, T265, T267, T269, T271, T274, T275, T276, T277, T292, T293, T294, T295, T310, T311, T312, T313, T314, T319, T322, T323, T324, T326</p> <p><b>Unit 8:</b> T22, T23, T24, T25, T36, T37, T38, T39, T49, T53, T55, T58, T59, T60, T61, T62, T78, T79, T80, T81, T83, T84, T88, T90, T91, T92, T94, T106, T107, T108, T109, T115, T117, T119, T121, T123, T125, T127, T130, T131, T132, T133, T134, T146, T147, T148, T149, T150, T160, T161, T162, T163, T164, T165, T166, T167, T170, T172, T173, T174, T176, T188, T189, T192, T198, T199, T200, T201, T202, T208, T209, T214, T215, T216, T217, T222, T223, T224, T238, T239, T245, T247, T249, T262, T263, T264, T265, T276, T277, T281, T283, T285, T287, T292, T293, T295, T296, T300, T301</p>

<b>English Language Arts</b>
<b>Unit 2: How Others Can Learn About Me--Autobiographies</b>
<b>43. Identify that a computer has a keyboard to enter information. (ELA-5-E1)</b>
<b>Unit 2:</b> T172, T244
<b>Unit 4:</b> T34, T128, T172, T194

### Unit 3: Once Upon a Time

<b>English Language Arts</b>
<b>Unit 3: Once Upon a Time</b>
<b>5. Read books with predictable, repetitive text and simple illustrations. (ELA-1-E1)</b>
<b>Unit 1:</b> T173, T236, T328
<b>Unit 2:</b> T79, T149, T207, T289
<b>Unit 3:</b> T78, T79, T158, T159, T208, T209, T284, T285
<b>Unit 4:</b> T92, T93, T170, T171, T226, T227, T310, T311
<b>Unit 5:</b> T151, T196, T197, T263, T284, T285
<b>Unit 6:</b> T70, T71, T162, T163, T180, T181, T220, T221, T296, T297, T306, T307
<b>Unit 7:</b> T74, T75, T172, T173, T190, T191, T230, T231, T314, T315, T326, T327
<b>Unit 8:</b> T92, T93, T174, T175, T224, T225, T302I, T303

<b>English Language Arts</b>
<b>Unit 3: Once Upon a Time</b>
<b>6. Identify that printed text is made up of sentences that begin with a capital letter and end with some type of punctuation. (ELA-1-E2)</b>
<b>Unit 1:</b> T41, T63, T83, T91, T113, T145, T158, T159, T169, T205, T206, T223, T233, T258, T284, T296, T329
<b>Unit 2:</b> T23, T34, T35, T77, T93, T116, T139, T147
<b>Unit 3:</b> T38, T76, T157, T184, T203, T208, T222, T284
<b>Unit 4:</b> T93, T306
<b>Unit 5:</b> T40, T56, T98, T128, T140-T141, T148, T151, T176, T195, T202, T209, T246, T262, T276, T277, T285
<b>Unit 6:</b> T234, T260
<b>Unit 7:</b> T86, T172, T190, T230, T296, T326
<b>Unit 8:</b> T22, T25, T39, T61, T91, T92, T174, T189, T200, T209, T216, T223, T224, T239, T263, T277, T293, T301, T302

<b>English Language Arts</b>
<b>Unit 3: Once Upon a Time</b>
<b>7a. Demonstrate understanding of book and print concepts by doing the following: Locating front and back covers, title page, and inside pages of a book. (ELA-1-E2)</b>
<b>Unit 1:</b> T237
<b>Unit 6:</b> T31, T40
<b>Unit 7:</b> T31, T296
<b>Unit 8:</b> T33

<b>English Language Arts</b>
<b>Unit 3: Once Upon a Time</b>
<b>7. Demonstrate understanding of book and print concepts by doing the following: Identifying periods, question marks, and exclamation marks and demonstrating knowledge that they are used at the end of a sentence. (ELA-1-E2)</b>
<b>Unit 1:</b> T329
<b>Unit 2:</b> T33, T51, T63, T137, T153, T173, T183, T195, T231, T241, T245, T250, T277, T293
<b>Unit 3:</b> T103, T113, T159, T163, T206, T213, T233, T237, T239, T285, T289
<b>Unit 4:</b> T47, T53, T117, T123, T125, T227, T251, T255, T311
<b>Unit 5:</b> T83, T101, T105, T107, T229
<b>Unit 6:</b> T89, T189, T167, T199, T207, T259, T291, T311
<b>Unit 7:</b> T186, T190, T267
<b>Unit 8:</b> T117, T223, T224, T261

<b>English Language Arts</b>
<b>Unit 3: Once Upon a Time</b>
<b>7. Demonstrate understanding of book and print concepts by doing the following:</b>
<ul style="list-style-type: none"> <li><b>Isolating individual words in print. (ELA-1-E2)</b></li> </ul>
<b>Unit 1:</b> T89
<b>Unit 2:</b> T23, T35, T52, T64, T75, T93, T98, T113, T127, T139, T147
<b>Unit 3:</b> T22, T76, T118, T222, T246
<b>Unit 4:</b> T154, T184, T214, T222, T266
<b>Unit 5:</b> T124, T202, T282
<b>Unit 6:</b> T66, T148, T200
<b>Unit 7:</b> T86, T126, T210, T230, T310
<b>Unit 8:</b> T24, T58, T80, T81, T109, T149, T173, T189, T216, T223, T263, T277, T293, T300

<b>English Language Arts</b>
<b>Unit 3: Once Upon a Time</b>
<b>8. Identify basic story elements, including simple plot sequences, setting, and simple character descriptions, in a favorite story using pictures and/or oral responses. (ELA-1-E4)</b>
<b>Unit 1:</b> T87, T97, T125, T150, T164, T261, T275, T295, T313, T320
<b>Unit 2:</b> T142, T282
<b>Unit 3:</b> T49, T54, T73, T152, T160, T229, T243, T251, T253, T255, T265, T267, T269, T271, T278
<b>Unit 4:</b> T51, T82, T83, T263, T279, T295, T297
<b>Unit 5:</b> T45, T59, T61, T63, T65, T72, T73, T135, T237, T255, T278
<b>Unit 6:</b> T298
<b>Unit 7:</b> T30, T163, T164, T174, T281, T283, T289, T299, T307, T316, T317, T318, T319
<b>Unit 8:</b> T82, T84, T85, T143, T165, T166, T167, T179, T294

<b>English Language Arts</b>
<b>Unit 3: Once Upon a Time</b>
<b>9. Orally retell ideas and important facts in grade-appropriate texts read aloud by the teacher or read by the individual student. (ELA-1-E5)</b>
<b>Unit 1:</b> T87, T155, T164, T237, T320, T321
<b>Unit 2:</b> T135, T142, T207, T283
<b>Unit 3:</b> T54, T80, T136, T159, T191, T210, T271
<b>Unit 4:</b> T83, T85, T227, T302, T303, T311
<b>Unit 5:</b> T49, T65, T72, T135, T142, T151, T197, T255, T263, T278, T279
<b>Unit 6:</b> T155, T162, T298, T306
<b>Unit 7:</b> T163, T174, T190, T316, T318, T319, T326
<b>Unit 8:</b> T82, T84, T85, T164, T165, T166, T167, T294, T295, T296, T297

<b>English Language Arts</b>
<b>Unit 3: Once Upon a Time</b>
<b>10. Answer questions about the important characters, setting, and events of a story. (ELA-1-E5)</b>
<b>Unit 1:</b> T36, T59, T71, T73, T79, T89, T119, T125, T137, T139, T141, T153, T155, T197, T209, T255, T267, T271, T273, T275, T283, T287, T289, T293, T305, T307, T309, T311, T319
<b>Unit 2:</b> T29, T47, T49, T59, T61, T71, T73, T79, T80, T105, T107, T109, T116, T119, T121, T123, T133, T135, T142, T171, T181, T183, T190, T193, T226, T229, T241, T243, T253, T257, T259, T266, T273, T275, T282
<b>Unit 3:</b> T29, T41, T49, T57, T59, T61, T63, T65, T72, T107, T111, T115, T125, T127, T129, T131, T136, T139, T141, T143, T145, T152, T159, T160, T181, T186, T189, T209, T229, T231, T237, T239, T243, T251, T253, T255, T257, T265, T266, T267, T269, T271, T278, T281, T286
<b>Unit 4:</b> T31, T51, T55, T65, T67, T69, T71, T73, T75, T82, T83, T93, T117, T123, T127, T137, T139, T149, T151, T161, T163, T193, T203, T246, T257, T261, T263, T273, T275, T277, T279, T289, T291, T293, T295, T302
<b>Unit 5:</b> T29, T49, T59, T61, T63, T65, T72, T73, T103, T109, T119, T121, T131, T133, T135, T142, T173, T180, T183, T235, T237, T239, T249, T251, T253, T255, T264, T267, T269, T271, T278
<b>Unit 6:</b> T30, T51, T61, T63, T70, T75, T77, T79, T117, T127, T131, T141, T143, T145, T180, T194, T257, T267, T269, T271, T281, T283, T287, T289, T298
<b>Unit 7:</b> T30, T39, T53, T63, T65, T67, T79, T81, T83, T123, T133, T135, T137, T139, T141, T151, T153, T155, T162, T164, T197, T204, T230, T257, T271, T281, T283, T285, T287, T289, T299, T301, T303, T305, T307, T316, T318
<b>Unit 8:</b> T31, T41, T45, T55, T65, T67, T69, T71, T73, T75, T127, T137, T139, T141, T143, T153, T155, T157, T195, T205, T224, T269, T271, T273, T289, T294, T302

<b>English Language Arts</b>
<b>Unit 3: Once Upon a Time</b>
<b>11. Describe the connections between life experiences and texts. (ELA-1-E6)</b>
<b>Unit 1:</b> T36, T141, T155, T157, T173, T211, T231, T241, T271, T313
<b>Unit 2:</b> T33, T51, T63, T75, T83, T97, T111, T125, T137, T145, T149, T153, T173, T183, T195, T203, T211, T245, T261, T277, T285
<b>Unit 3:</b> T153, T181, T183, T186, T189, T191, T278, T286
<b>Unit 4:</b> T41, T75, T89, T129, T139, T227, T245, T311
<b>Unit 5:</b> T33, T51, T67, T75, T83, T175, T185, T241, T257, T263, T273, T281, T289
<b>Unit 6:</b> T53, T63, T65, T70, T75, T81, T89, T117, T119, T129, T145, T147, T157, T167, T187, T189, T197, T199, T311
<b>Unit 7:</b> T39, T67, T83, T141, T143, T207
<b>Unit 8:</b> T31, T47, T195, T213, T221, T229, T259

<b>English Language Arts</b>
<b>Unit 3: Once Upon a Time</b>
<b>12. Respond to stories, legends, songs, and other literature from diverse cultural and ethnic groups by participating in activities such as answering questions, role-playing, and drawing. (ELA-6-E1)</b>
<b>Unit 1:</b> T87, T301, T305  <b>Unit 2:</b> T265, T275, T281, T288  <b>Unit 3:</b> T52, T211  <b>Unit 4:</b> T75, T231  <b>Unit 5:</b> T142, T209, T239, T278  <b>Unit 6:</b> T299  <b>Unit 7:</b> T162, T174, T316  <b>Unit 8:</b> T229

<b>English Language Arts</b>
<b>Unit 3: Once Upon a Time</b>
<b>14a. Demonstrate understanding of information in texts read aloud using a variety of strategies, including: Making predictions using prior knowledge and pictures. (ELA-7-E1)</b>
<b>Unit 1:</b> T46, T97, T127, T143, T157, T167, T231  <b>Unit 2:</b> T33, T51, T63, T75, T83, T98, T168, T195, T203, T211, T282  <b>Unit 3:</b> T31, T38, T98, T197, T205, T213, T226  <b>Unit 4:</b> T42, T190, T246  <b>Unit 5:</b> T40, T51, T111, T123, T150, T193, T201, T224  <b>Unit 6:</b> T40, T104, T184, T240  <b>Unit 7:</b> T26, T40, T108, T194, T250  <b>Unit 8:</b> T26, T42, T112, T192, T242

<b>English Language Arts</b>
<b>Unit 3: Once Upon a Time</b>
<b>14b. Demonstrate understanding of information in texts read aloud using a variety of strategies, including: Using at least five pictures to sequence the events of a story. (ELA-7-E1)</b>
<b>Unit 1:</b> T165, T321  <b>Unit 2:</b> T282, T283  <b>Unit 3:</b> T72, T73, T152, T210  <b>Unit 5:</b> T72, T143  <b>Unit 6:</b> T298  <b>Unit 7:</b> T164, T165  <b>Unit 8:</b> T84, T85

<b>English Language Arts</b>
<b>Unit 3: Once Upon a Time</b>
<b>14c. Demonstrate understanding of information in texts read aloud using a variety of strategies, including: Drawing conclusions from text. (ELA-7-E1)</b>
<b>Unit 2:</b> T119, T121, T123, T131, T133, T135
<b>Unit 3:</b> T125, T127, T129, T131, T139, T141, T143, T145
<b>Unit 5:</b> T249, T251, T253, T267, T269
<b>Unit 6:</b> T127, T129, T131, T141, T143, T145, T267, T269, T281, T283, T285, T287, T289

<b>English Language Arts</b>
<b>Unit 3: Once Upon a Time</b>
<b>14d. Demonstrate understanding of information in texts read aloud using a variety of strategies, including: Using pictures to resolve questions. (ELA-7-E1)</b>
<b>Unit 1:</b> T52, T53, T54, T56, T58, T65, T68, T70, T74, T76, T78, T119, T121, T137, T153, T165, T229, T273, T289, T293, T305, T321
<b>Unit 2:</b> T47, T59, T61, T71, T73, T98, T105, T107, T133, T181, T241, T282, T283
<b>Unit 3:</b> T57, T72, T73, T107, T152, T210, T235, T237, T239
<b>Unit 4:</b> T65, T67, T69, T71, T73, T75, T87, T93, T123, T257, T261
<b>Unit 5:</b> T72, T103, T142, T191, T199
<b>Unit 6:</b> T140, T141, T142, T143, T144, T145, T213, T289
<b>Unit 7:</b> T81, T123, T154, T155, T165
<b>Unit 8:</b> T84, T85

<b>English Language Arts</b>
<b>Unit 3: Once Upon a Time</b>
<b>15. Identify problems in texts and offer possible solutions. (ELA-7-E2)</b>
<b>Unit 1:</b> T87, T97, T125, T150, T164, T261, T275, T295, T313, T320
<b>Unit 2:</b> T142, T282
<b>Unit 3:</b> T49, T54, T73, T152, T160, T229, T243, T251, T253, T255, T265, T267, T269, T271, T278
<b>Unit 4:</b> T51, T82, T83, T263, T279, T295, T297
<b>Unit 5:</b> T45, T59, T61, T63, T65, T72, T73, T135, T237, T255, T278
<b>Unit 6:</b> T298
<b>Unit 7:</b> T30, T163, T164, T174, T281, T283, T289, T299, T307, T316, T317, T318, T319
<b>Unit 8:</b> T82, T84, T85, T143, T165, T166, T167, T179, T294



<b>English Language Arts</b>
<b>Unit 3: Once Upon a Time</b>
<b>16. Describe the role of an author and an illustrator. (ELA-7-E3)</b>
<b>Unit 1:</b> T283
<b>Unit 2:</b> T178, T262
<b>Unit 3:</b> T122, T136, T209
<b>Unit 4:</b> T42, T114, T134, T146, T158, T190, T200, T270
<b>Unit 5:</b> T56, T116, T264
<b>Unit 6:</b> T148, T184, T194
<b>Unit 7:</b> T31, T60, T70, T76, T148, T194, T200, T204
<b>Unit 8:</b> T78, T134, T150, T192, T202

<b>English Language Arts</b>
<b>Unit 3: Once Upon a Time</b>
<b>17. Identify different emotions and feelings of authors by participating in activities such as role-playing, illustrating, and answering questions. (ELA-7-E3)</b>
<b>Unit 1:</b> T36, T50, T59, T125, T141, T155, T197, T275, T293, T311
<b>Unit 2:</b> T49, T59, T61, T71, T73, T105, T107, T109, T121, T171, T181, T193, T229, T241, T251, T253, T259, T273, T275
<b>Unit 3:</b> T29, T41, T49, T57, T59, T61, T63, T65, T115, T127, T129, T131, T139, T141, T143, T145, T181, T189, T229, T235, T239, T243, T251, T253, T255, T257, T265, T267, T269, T271
<b>Unit 4:</b> T31, T51, T55, T65, T69, T73, T75, T123, T127, T137, T149, T163, T193, T203, T257, T261, T263, T273, T275, T277
<b>Unit 5:</b> T45, T49, T65, T103, T109, T119, T121, T133, T135, T173, T235, T237, T239, T249, T251, T253, T255, T267, T269, T271
<b>Unit 6:</b> T30, T51, T61, T63, T75, T77, T79, T117, T127, T129, T131, T141, T143, T145, T187, T257, T267, T269, T271, T281, T283, T285, T287, T289
<b>Unit 7:</b> T30, T53, T67, T79, T81, T83, T123, T133, T135, T137, T139, T141, T151, T153, T155, T197, T207, T287, T289, T299, T303, T305, T307
<b>Unit 8:</b> T31, T55, T127, T143, T157, T195, T205, T259, T269, T271, T289

<b>English Language Arts</b>
<b>Unit 3: Once Upon a Time</b>
<b>18. Ask questions that demonstrate knowledge of character, setting, plot, and text type about texts read aloud (e.g., what, why, how). (ELA-7-E4)</b>
<b>Unit 1:</b> T36, T59, T71, T73, T79, T89, T119, T125, T137, T139, T141, T153, T155, T197, T209, T255, T267, T271, T273, T275, T283, T287, T289, T293, T305, T307, T309, T311, T319  <b>Unit 2:</b> T29, T47, T49, T59, T61, T71, T73, T79, T80, T105, T107, T109, T116, T119, T121, T123, T133, T135, T142, T171, T181, T183, T190, T193, T226, T229, T241, T243, T253, T257, T259, T266, T273, T275, T282  <b>Unit 3:</b> T29, T41, T49, T57, T59, T61, T63, T65, T72, T107, T111, T115, T125, T127, T129, T131, T136, T139, T141, T143, T145, T152, T159, T160, T181, T186, T189, T209, T229, T231, T237, T239, T243, T251, T253, T255, T257, T265, T266, T267, T269, T271, T278, T281, T286  <b>Unit 4:</b> T31, T51, T55, T65, T67, T69, T71, T73, T75, T82, T83, T93, T117, T123, T127, T137, T139, T149, T151, T161, T163, T193, T203, T246, T257, T261, T263, T273, T275, T277, T279, T289, T291, T293, T295, T302  <b>Unit 5:</b> T29, T49, T59, T61, T63, T65, T72, T73, T103, T109, T119, T121, T131, T133, T135, T142, T173, T180, T183, T235, T237, T239, T249, T251, T253, T255, T264, T267, T269, T271, T278  <b>Unit 6:</b> T30, T51, T61, T63, T70, T75, T77, T79, T117, T127, T131, T141, T143, T145, T180, T194, T257, T267, T269, T271, T281, T283, T287, T289, T298  <b>Unit 7:</b> T30, T39, T53, T63, T65, T67, T79, T81, T83, T123, T133, T135, T137, T139, T141, T151, T153, T155, T162, T164, T197, T204, T230, T257, T271, T281, T283, T285, T287, T289, T299, T301, T303, T305, T307, T316, T318  <b>Unit 8:</b> T31, T41, T45, T55, T65, T67, T69, T71, T73, T75, T127, T137, T139, T141, T143, T153, T155, T157, T195, T205, T224, T269, T271, T273, T289, T294, T302

<b>English Language Arts</b>
<b>Unit 3: Once Upon a Time</b>
<b>20. Create compositions by participating in shared writing activities. (ELA-2-E1)</b>
<b>Unit 1:</b> T36, T45, T59, T79, T95, T143, T157, T175, T197, T219, T229, T313  <b>Unit 2:</b> T51, T80, T109, T123, T142, T189, T193, T195, T203, T209, T243, T275, T282, T291  <b>Unit 3:</b> T29, T81, T97, T117, T131, T160, T161, T181, T183, T245, T287  <b>Unit 4:</b> T85, T151, T153, T172, T193, T203, T211, T219, T245, T297, T305, T312, T313  <b>Unit 5:</b> T33, T49, T135, T152, T183, T191, T199, T206, T239  <b>Unit 6:</b> T63, T79, T133, T147, T155, T164, T165, T189, T222, T259, T308  <b>Unit 7:</b> T63, T85, T174, T199, T207, T215, T233, T273, T307, T318, T321, T328, T329  <b>Unit 8:</b> T31, T35, T127, T143, T157, T165, T176, T177, T197, T226, T227, T261, T275, T294, T296

<b>English Language Arts</b>
<b>Unit 3: Once Upon a Time</b>
<b>21. Use illustrations, developmental/inventive spelling, and appropriate vocabulary to write for a specific purpose and/or audience. (ELA-2-E2)</b>
<b>Unit 1:</b> T89, T95, T97, T143, T157, T175, T177, T211, T221, T238, T277, T295, T313, T323, T331
<b>Unit 2:</b> T33, T51, T63, T75, T83, T111, T125, T150, T151, T195, R203, T211, T245, T277, T285, T291
<b>Unit 3:</b> T133, T147, T191, T197, T273
<b>Unit 4:</b> T57, T87, T141, T153
<b>Unit 5:</b> T67, T137, T193, T273
<b>Unit 6:</b> T65, T147, T207, T291
<b>Unit 7:</b> T157, T167, T217, T225, T309, T321
<b>Unit 8:</b> T77, T159, T213, T291

<b>English Language Arts</b>
<b>Unit 3: Once Upon a Time</b>
<b>22. Create simple text using prior knowledge by drawing, dictating to the teacher, and/or writing using developmental/inventive spelling. (ELA-2-E3)</b>
<b>Unit 1:</b> T39, T61, T174, T221, T238, T295
<b>Unit 2:</b> T51, T253, T257, T259, T269, T271
<b>Unit 3:</b> T51, T75
<b>Unit 4:</b> T25, T114, T149, T151, T161, T173
<b>Unit 5:</b> T30, T61, T119, T239
<b>Unit 6:</b> T65, T147, T207, T222, T291, T299
<b>Unit 7:</b> T63

<b>English Language Arts</b>
<b>Unit 3: Once Upon a Time</b>
<b>23. Use classroom resources (e.g., word walls, pictures dictionaries, teachers, peers) to support a writing process. (ELA-2-E3)</b>
<b>Unit 1:</b> T109, T131, T147, T161, T189, T203, T215, T225, T253, T281, T299, T317
<b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T164, T176, T177, T186, T198, T222, T248
<b>Unit 3:</b> T277
<b>Unit 4:</b> T27, T35, T57, T77, T81, T87, T94, T97, T129, T133, T141, T145, T153, T165, T169, T175, T187, T199, T209, T217, T225, T243, T269, T285, T301
<b>Unit 5:</b> T37, T71, T79, T95, T127, T155, T179, T209, T221, T261, T289
<b>Unit 6:</b> T25, T69, T86, T89, T101, T123, T161, T164, T167, T193, T219, T225, T237, T295, T311
<b>Unit 7:</b> T25, T37, T57, T71, T73, T93, T105, T129, T171, T177, T203, T213, T229, T235, T292, T309, T331
<b>Unit 8:</b> T92, T77, T94, T97, T179, T229, T264, T277, T307

<b>English Language Arts</b>
<b>Unit 3: Once Upon a Time</b>
<b>24. Actively discuss ideas and select a focus for group stories. (ELA-2-E3)</b>
<b>Unit 1:</b> T36, T45, T59, T79, T95, T143, T157, T175, T197, T219, T229, T313
<b>Unit 2:</b> T51, T80, T109, T123, T142, T189, T193, T195, T203, T209, T243, T275, T282, T291
<b>Unit 3:</b> T29, T81, T97, T117, T131, T160, T161, T181, T183, T245, T287
<b>Unit 4:</b> T85, T151, T153, T172, T193, T203, T211, T219, T245, T297, T305, T312, T313
<b>Unit 5:</b> T33, T49, T135, T152, T183, T191, T199, T206, T239
<b>Unit 6:</b> T63, T79, T133, T147, T155, T164, T165, T189, T222, T259, T308
<b>Unit 7:</b> T63, T85, T174, T199, T207, T215, T233, T273, T307, T318, T321, T328, T329
<b>Unit 8:</b> T31, T35, T127, T143, T157, T165, T176, T177, T197, T226, T227, T261, T275, T294, T296

<b>English Language Arts</b>
<b>Unit 3: Once Upon a Time</b>
<b>27. Use developmental/inventive spelling, supported by pictures, to represent a word or idea or to respond to a life experience or a text read aloud. (ELA-2-E6)</b>
<b>Unit 1:</b> T93, T111, T173, T205, T226, T227, T236, T254, T301, T305, T328
<b>Unit 2:</b> T37, T67, T76, T79, T95, T115, T129, T141, T149, T187, T198, T207, T223, T248, T265, T281, T288-T289
<b>Unit 3:</b> T79, T137, T208, T282, T284
<b>Unit 4:</b> T93, T171, T214, T227, T298, T310
<b>Unit 5:</b> T151, T167, T188, T196, T263, T284
<b>Unit 6:</b> T70, T162, T180, T220, T296, T306
<b>Unit 7:</b> T74, T172, T190, T230, T314, T326
<b>Unit 8:</b> T92, T174, T203, T224, T302

<b>English Language Arts</b>
<b>Unit 3: Once Upon a Time</b>
<b>28. Demonstrate an understanding of letter placement in text by writing letters and words from left to right and top to bottom on a page. (ELA-3-E1)</b>
<b>Unit 1:</b> T108, T109, T130, T131, T147, T161, T189, T203, T215, T225, T226, T234, T238, T253, T278, T281, T299, T317
<b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T150, T164, T176, T177, T186, T198, T222, T248, T265, T281, T288, T291
<b>Unit 3:</b> T213, T223, T277, T289
<b>Unit 4:</b> T27, T35, T57, T61, T77, T81, T87, T91, T94, T97, T111, T129, T133, T141, T145, T153, T157, T165, T169, T175, T187, T199, T209, T217, T225, T228, T243, T269, T285, T301, T309, T313
<b>Unit 5:</b> T37, T71, T79, T83, T95, T127, T142, T143, T155, T179, T206, T209, T221, T261, T289
<b>Unit 6:</b> T25, T37, T69, T86, T89, T101, T123, T137, T161, T164, T167, T193, T203, T219, T225, T237, T263, T295, T299, T311
<b>Unit 7:</b> T25, T37, T73, T93, T105, T129, T171, T177, T203, T213, T217, T229, T235, T331
<b>Unit 8:</b> T97, T179, T224, T229, T305, T307

<b>English Language Arts</b>
<b>Unit 3: Once Upon a Time</b>
<b>29. Print all uppercase and lowercase letters. (ELA-3-E1)</b>
<b>Unit 1:</b> T108, T109, T130, T131, T147, T161, T189, T203, T215, T225, T226, T234, T238, T253, T278, T281, T299, T317
<b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T150, T164, T176, T177, T186, T198, T222, T248, T265, T281, T288, T291
<b>Unit 3:</b> T213, T223, T277, T289
<b>Unit 4:</b> T27, T35, T57, T61, T77, T81, T87, T91, T94, T97, T111, T129, T133, T141, T145, T153, T157, T165, T169, T175, T187, T199, T209, T217, T225, T228, T243, T269, T285, T301, T309, T313
<b>Unit 5:</b> T37, T71, T79, T83, T95, T127, T142, T143, T155, T179, T206, T209, T221, T261, T289
<b>Unit 6:</b> T25, T37, T69, T86, T89, T101, T123, T137, T161, T164, T167, T193, T203, T219, T225, T237, T263, T295, T299, T311
<b>Unit 7:</b> T25, T37, T73, T93, T105, T129, T171, T177, T203, T213, T217, T229, T235, T331
<b>Unit 8:</b> T97, T179, T224, T229, T305, T307

<b>English Language Arts</b>
<b>Unit 3: Once Upon a Time</b>
<b>30. Print letters and words with proper figure grounding on a line and with appropriate spaces between words. (ELA-3-E1)</b>
<b>Unit 1:</b> T108, T109, T130, T131, T147, T161, T189, T203, T215, T225, T226, T234, T238, T253, T278, T281, T299, T317
<b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T150, T164, T176, T177, T186, T198, T222, T248, T265, T281, T288, T291
<b>Unit 3:</b> T213, T223, T277, T289
<b>Unit 4:</b> T27, T35, T57, T61, T77, T81, T87, T91, T94, T97, T111, T129, T133, T141, T145, T153, T157, T165, T169, T175, T187, T199, T209, T217, T225, T228, T243, T269, T285, T301, T309, T313
<b>Unit 5:</b> T37, T71, T79, T83, T95, T127, T142, T143, T155, T179, T206, T209, T221, T261, T289
<b>Unit 6:</b> T25, T37, T69, T86, T89, T101, T123, T137, T161, T164, T167, T193, T203, T219, T225, T237, T263, T295, T299, T311
<b>Unit 7:</b> T25, T37, T73, T93, T105, T129, T171, T177, T203, T213, T217, T229, T235, T331
<b>Unit 8:</b> T97, T179, T224, T229, T305, T307

<b>English Language Arts</b>
<b>Unit 3: Once Upon a Time</b>
<b>31. Identify and use uppercase letters at the beginning of own first and last names. (ELA-3-E2)</b>
<b>Unit 1:</b> T24, T40, T53, T82
<b>Unit 2:</b> T53, T279, T287
<b>Unit 4:</b> T58
<b>Unit 5:</b> T70
<b>Unit 6:</b> T53

<b>English Language Arts</b>
<b>Unit 3: Once Upon a Time</b>
<b>33. Initiate and sustain normal conversation on a specific topic with the teacher. (ELA-4-E1)</b>
<p><b>Unit 1:</b> T30, T36, T37, T45, T46, T53, T71, T73, T79, T89, T94, T113, T114, T119, T121, T137, T139, T141, T153, T155, T174, T231</p> <p><b>Unit 2:</b> T25, T26, T29, T39, T40, T47, T51, T55, T56, T67, T68, T81, T98, T111, T116, T125, T130, T137, T143, T145, T151, T153, T167, T168, T173, T183, T187, T189, T190, T195, T201, T203, T208, T211, T223, T225, T245, T250, T261, T277, T285, T293</p> <p><b>Unit 3:</b> T29, T49, T115, T143, T211, T226, T243, T257, T281, T287</p> <p><b>Unit 4:</b> T95, T172, T173, T189, T193, T203, T213, T219, T221, T228, T257, T263, T265, T271, T295, T303, T312</p> <p><b>Unit 5:</b> T26, T29, T31, T39, T40, T49, T55, T56, T59, T66, T73, T80, T97, T103, T109, T115, T116, T119, T121, T131, T133, T135, T145, T199</p> <p><b>Unit 6:</b> T30, T31, T39, T40, T63, T75, T77, T79, T81, T103, T104, T117, T138, T154, T155, T183, T197, T205, T213, T239, T240, T301, T308</p> <p><b>Unit 7:</b> T26, T30, T31, T40, T67, T76, T81, T83, T85, T107, T108, T133, T137, T139, T141, T193, T215, T223, T235, T250, T271, T321</p> <p><b>Unit 8:</b> T26, T31, T33, T41, T42, T45, T47, T51, T55, T65, T67, T69, T71, T73, T75, T87, T111, T112, T169, T191, T211, T219, T242, T273, T289</p>

<b>English Language Arts</b>
<b>Unit 3: Once Upon a Time</b>
<b>34. Express feelings, needs, and ideas in complete sentences. (ELA-4-E1)</b>
<p><b>Unit 1:</b> T41, T63, T83, T91, T113, T145, T158, T159, T169, T205, T206, T223, T233, T258, T284, T296, T329</p> <p><b>Unit 2:</b> T23, T34, T35, T77, T93, T116, T139, T147</p> <p><b>Unit 3:</b> T38, T76, T157, T184, T203, T208, T222, T284</p> <p><b>Unit 4:</b> T93, T306</p> <p><b>Unit 5:</b> T40, T56, T98, T128, T140, T141, T148, T151, T176, T195, T202, T209, T246, T262, T276, T277, T285</p> <p><b>Unit 6:</b> T234, T260</p> <p><b>Unit 7:</b> T86, T172, T190, T230, T296, T326</p> <p><b>Unit 8:</b> T22, T25, T39, T61, T91, T92, T174, T189, T200, T209, T216, T223, T224, T239, T263, T277, T293, T301, T302</p>

<b>English Language Arts</b>
<b>Unit 3: Once Upon a Time</b>
<b>36. Relate an experience or creative story in a logical sequence. (ELA-4-E3)</b>
<b>Unit 1:</b> T125, T221, T164, T165  <b>Unit 2:</b> T75, T203  <b>Unit 3:</b> T49, T65, T136, T152, T210, T243, T257, T278  <b>Unit 4:</b> T85, T165, T263, T295, T302, T303, T305  <b>Unit 5:</b> T65, T72, T123, T135, T143, T255, T263, T278, T279  <b>Unit 6:</b> T131, T155, T162, T298, T306  <b>Unit 7:</b> T163, T164, T174, T317, T318  <b>Unit 8:</b> T85, T143, T157, T165, T167, T294, T296, T297, T302

<b>English Language Arts</b>
<b>Unit 3: Once Upon a Time</b>
<b>37. Describe people, places, things (e.g., size, color, shape), locations, and actions from a story read aloud. (ELA-4-E3)</b>
<b>Unit 1:</b> T28, T30, T36, T39, T45, T53, T61, T81, T89, T97, T106, T110, T113, T128, T132, T148, T157, T162, T174, T190, T193, T194, T199, T204, T211, T212, T219, T221, T227, T229, T231, T241, T257, T302, T330  <b>Unit 2:</b> T25, T26, T29, T39, T40, T47, T51, T56, T67, T68, T81, T98, T111, T116, T125, T130, T137, T143, T145, T153, T167, T168, T173, T183, T187, T189, T190, T195, T201, T203, T208, T211, T223, T225, T245, T250, T261, T277, T285, T293  <b>Unit 3:</b> T26, T29, T31, T33, T37, T38, T98, T117, T122, T136, T147, T155, T160, T177, T178, T183, T186, T191, T195, T197, T203, T205, T213, T226, T245, T248, T259, T262, T273, T278, T279, T281, T287  <b>Unit 4:</b> T28, T33, T41, T55, T134, T141, T146, T153, T158, T165, T172, T175, T189, T211, T219, T228, T265, T281, T297, T305  <b>Unit 5:</b> T26, T31, T39, T40, T56, T80, T83, T97, T115, T116, T119, T169, T170, T191, T199, T224, T241, T246, T257, T273, T289  <b>Unit 6:</b> T31, T33, T39, T53, T65, T104, T119, T133, T138, T154, T164, T183, T197, T205, T213, T239, T240, T291, T299, T301, T308  <b>Unit 7:</b> T26, T31, T40, T55, T67, T76, T93, T107, T108, T125, T143, T157, T193, T204, T207, T215, T223, T250, T321  <b>Unit 8:</b> T26, T33, T41, T42, T45, T47, T51, T65, T67, T69, T71, T73, T75, T111, T112, T150, T191, T202, T211, T219, T242, T295



<b>English Language Arts</b>
<b>Unit 3: Once Upon a Time</b>
<b>39. Listen to and recite short poems and stories for an audience. (ELA-4-E5)</b>
<b>Unit 1:</b> T43, T87, T297
<b>Unit 2:</b> T76, T262, T286
<b>Unit 3:</b> T52, T184, T211
<b>Unit 4:</b> T142, T306
<b>Unit 7:</b> T174, T232, T329
<b>Unit 8:</b> T88

<b>English Language Arts</b>
<b>Unit 3: Once Upon a Time</b>
<b>40. Respond to video/film versions of a story read aloud through activities such as role-playing, illustrating, and discussing without interruption. (EAL-4-E6)</b>
<b>Unit 3:</b> T37, T225
<b>Unit 7:</b> T326
<b>Unit 8:</b> T261, T304

<b>English Language Arts</b>
<b>Unit 3: Once Upon a Time</b>
<b>43. Identify that a computer has a keyboard to enter information. (ELA-5-E1)</b>
<b>Unit 2:</b> T172, T244
<b>Unit 4:</b> T34, T128, T172, T194

<b>English Language Arts</b>
<b>Unit 3: Once Upon a Time</b>
<b>44. Use technology to produce class work. (ELA-5-E4)</b>
<b>Unit 2:</b> T172, T244
<b>Unit 4:</b> T34, T128, T172, T194

## Unit 4: Read It Again

<b>English Language Arts</b>
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<b>Unit 4: Read It Again</b>
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<b>5. Read books with predictable, repetitive text and simple illustrations. (ELA-1-E1)</b>
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**Unit 1:** T173, T236, T328

**Unit 2:** T79, T149, T207, T289

**Unit 3:** T78, T79, T158, T159, T208, T209, T284, T285

**Unit 4:** T92, T93, T170, T171, T226, T227, T310, T311

**Unit 5:** T151, T196, T197, T263, T284, T285

**Unit 6:** T70, T71, T162, T163, T180, T181, T220, T221, T296, T297, T306, T307

**Unit 7:** T74, T75, T172, T173, T190, T191, T230, T231, T314, T315, T326, T327

**Unit 8:** T92, T93, T174, T175, T224, T225, T302l, T303

<b>English Language Arts</b>
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<b>Unit 4: Read It Again</b>
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<b>7a. Demonstrate understanding of book and print concepts by doing the following: Locating front and back covers, title page, and inside pages of a book. (ELA-1-E2)</b>
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**Unit 1:** T237

**Unit 6:** T31, T40

**Unit 7:** T31, T296

**Unit 8:** T33

<b>English Language Arts</b>
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<b>Unit 4: Read It Again</b>
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<b>7b. Demonstrate understanding of book and print concepts by doing the following: Identifying periods, question marks, and exclamation marks and demonstrating knowledge that they are used at the end of a sentence. (ELA-1-E2)</b>
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**Unit 1:** T329

**Unit 2:** T33, T51, T63, T137, T153, T173, T183, T195, T231, T241, T245, T250, T277, T293

**Unit 3:** T103, T113, T159, T163, T206, T213, T233, T237, T239, T285, T289

**Unit 4:** T47, T53, T117, T123, T125, T227, T251, T255, T311

**Unit 5:** T83, T101, T105, T107, T229

**Unit 6:** T89, T189, T167, T199, T207, T259, T291, T311

**Unit 7:** T186, T190, T267

**Unit 8:** T117, T223, T224, T261

<b>English Language Arts</b>
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<b>Unit 4: Read It Again</b>
<b>7c. Demonstrate understanding of book and print concepts by doing the following: Isolating individual words in print. (ELA-1-E2)</b>
<b>Unit 1:</b> T89  <b>Unit 2:</b> T23, T35, T52, T64, T75, T93, T98, T113, T127, T139, T147  <b>Unit 3:</b> T22, T76, T118, T222, T246  <b>Unit 4:</b> T154, T184, T214, T222, T266  <b>Unit 5:</b> T124, T202, T282  <b>Unit 6:</b> T66, T148, T200  <b>Unit 7:</b> T86, T126, T210, T230, T310  <b>Unit 8:</b> T24, T58, T80, T81, T109, T149, T173, T189, T216, T223, T263, T277, T293, T300

<b>English Language Arts</b>
<b>Unit 4: Read It Again</b>
<b>8. Identify basic story elements, including simple plot sequences, setting, and simple character descriptions, in a favorite story using pictures and/or oral responses. (ELA-1-E4)</b>
<b>Unit 1:</b> T87, T97, T125, T150, T164, T261, T275, T295, T313, T320  <b>Unit 2:</b> T142, T282  <b>Unit 3:</b> T49, T54, T73, T152, T160, T229, T243, T251, T253, T255, T265, T267, T269, T271, T278  <b>Unit 4:</b> T51, T82, T83, T263, T279, T295, T297  <b>Unit 5:</b> T45, T59, T61, T63, T65, T72, T73, T135, T237, T255, T278  <b>Unit 6:</b> T298  <b>Unit 7:</b> T30, T163, T164, T174, T281, T283, T289, T299, T307, T316, T317, T318, T319  <b>Unit 8:</b> T82, T84, T85, T143, T165, T166, T167, T179, T294

<b>English Language Arts</b>
<b>Unit 4: Read It Again</b>
<b>9. Orally retell ideas and important facts in grade-appropriate texts read aloud by the teacher or read by the individual student. (ELA-1-E5)</b>
<b>Unit 1:</b> T87, T155, T164, T237, T320, T321  <b>Unit 2:</b> T135, T142, T207, T283  <b>Unit 3:</b> T54, T80, T136, T159, T191, T210, T271  <b>Unit 4:</b> T83, T85, T227, T302, T303, T311  <b>Unit 5:</b> T49, T65, T72, T135, T142, T151, T197, T255, T263, T278, T279  <b>Unit 6:</b> T155, T162, T298, T306  <b>Unit 7:</b> T163, T174, T190, T316, T318, T319, T326  <b>Unit 8:</b> T82, T84, T85, T164, T165, T166, T167, T294, T295, T296, T297

<b>English Language Arts</b>
<b>Unit 4: Read It Again</b>

<b>10. Answer questions about the important characters, setting, and events of a story. (ELA-1-E5)</b>
<b>Unit 1:</b> T36, T59, T71, T73, T79, T89, T119, T125, T137, T139, T141, T153, T155, T197, T209, T255, T267, T271, T273, T275, T283, T287, T289, T293, T305, T307, T309, T311, T319
<b>Unit 2:</b> T29, T47, T49, T59, T61, T71, T73, T79, T80, T105, T107, T109, T116, T119, T121, T123, T133, T135, T142, T171, T181, T183, T190, T193, T226, T229, T241, T243, T253, T257, T259, T266, T273, T275, T282
<b>Unit 3:</b> T29, T41, T49, T57, T59, T61, T63, T65, T72, T107, T111, T115, T125, T127, T129, T131, T136, T139, T141, T143, T145, T152, T159, T160, T181, T186, T189, T209, T229, T231, T237, T239, T243, T251, T253, T255, T257, T265, T266, T267, T269, T271, T278, T281, T286
<b>Unit 4:</b> T31, T51, T55, T65, T67, T69, T71, T73, T75, T82, T83, T93, T117, T123, T127, T137, T139, T149, T151, T161, T163, T193, T203, T246, T257, T261, T263, T273, T275, T277, T279, T289, T291, T293, T295, T302
<b>Unit 5:</b> T29, T49, T59, T61, T63, T65, T72, T73, T103, T109, T119, T121, T131, T133, T135, T142, T173, T180, T183, T235, T237, T239, T249, T251, T253, T255, T264, T267, T269, T271, T278
<b>Unit 6:</b> T30, T51, T61, T63, T70, T75, T77, T79, T117, T127, T131, T141, T143, T145, T180, T194, T257, T267, T269, T271, T281, T283, T287, T289, T298
<b>Unit 7:</b> T30, T39, T53, T63, T65, T67, T79, T81, T83, T123, T133, T135, T137, T139, T141, T151, T153, T155, T162, T164, T197, T204, T230, T257, T271, T281, T283, T285, T287, T289, T299, T301, T303, T305, T307, T316, T318
<b>Unit 8:</b> T31, T41, T45, T55, T65, T67, T69, T71, T73, T75, T127, T137, T139, T141, T143, T153, T155, T157, T195, T205, T224, T269, T271, T273, T289, T294, T302

<b>English Language Arts</b>
<b>Unit 4: Read It Again</b>
<b>12. Respond to stories, legends, songs, and other literature from diverse cultural and ethnic groups by participating in activities such as answering questions, role-playing, and drawing. (ELA-6-E1)</b>
<b>Unit 1:</b> T87, T301, T305
<b>Unit 2:</b> T265, T275, T281, T288
<b>Unit 3:</b> T52, T211
<b>Unit 4:</b> T75, T231
<b>Unit 5:</b> T142, T209, T239, T278
<b>Unit 6:</b> T299
<b>Unit 7:</b> T162, T174, T316
<b>Unit 8:</b> T229

<b>English Language Arts</b>
<b>Unit 4: Read It Again</b>
<b>13. Identify whether the type of text read aloud is a true story, a fictional story, a song, or a poem. (ELA-6-E2)</b>
<b>Unit 2:</b> T107, T109, T116, T130, T253, T255, T257, T259, T269, T271, T273
<b>Unit 4:</b> T273, T275, T277, T289, T291, T293
<b>Unit 5:</b> T241, T257, T273, T281, T289
<b>Unit 7:</b> T271
<b>Unit 8:</b> T195

<b>English Language Arts</b>
<b>Unit 4: Read It Again</b>
<b>14a. Demonstrate understanding of information in texts read aloud using a variety of strategies, including: Making predictions using prior knowledge and pictures. (ELA-7-E1)</b>
<b>Unit 1:</b> T46, T97, T127, T143, T157, T167, T231
<b>Unit 2:</b> T33, T51, T63, T75, T83, T98, T168, T195, T203, T211, T282
<b>Unit 3:</b> T31, T38, T98, T197, T205, T213, T226
<b>Unit 4:</b> T42, T190, T246
<b>Unit 5:</b> T40, T51, T111, T123, T150, T193, T201, T224
<b>Unit 6:</b> T40, T104, T184, T240
<b>Unit 7:</b> T26, T40, T108, T194, T250
<b>Unit 8:</b> T26, T42, T112, T192, T242

<b>English Language Arts</b>
<b>Unit 4: Read It Again</b>
<b>14b. Demonstrate understanding of information in texts read aloud using a variety of strategies, including: Using at least five pictures to sequence the events of a story. (ELA-7-E1)</b>
<b>Unit 1:</b> T165, T321
<b>Unit 2:</b> T282, T283
<b>Unit 3:</b> T72, T73, T152, T210
<b>Unit 5:</b> T72, T143
<b>Unit 6:</b> T298
<b>Unit 7:</b> T164, T165
<b>Unit 8:</b> T84, T85

<b>English Language Arts</b>
<b>Unit 4: Read It Again</b>
<b>14c. Demonstrate understanding of information in texts read aloud using a variety of strategies, including: Drawing conclusions from text. (ELA-7-E1)</b>
<b>Unit 2:</b> T119, T121, T123, T131, T133, T135
<b>Unit 3:</b> T125, T127, T129, T131, T139, T141, T143, T145
<b>Unit 5:</b> T249, T251, T253, T267, T269
<b>Unit 6:</b> T127, T129, T131, T141, T143, T145, T267, T269, T281, T283, T285, T287, T289

<b>English Language Arts</b>
<b>Unit 4: Read It Again</b>
<b>14d. Demonstrate understanding of information in texts read aloud using a variety of strategies, including: Using pictures to resolve questions. (ELA-7-E1)</b>
<b>Unit 1:</b> T52, T53, T54, T56, T58, T65, T68, T70, T74, T76, T78, T119, T121, T137, T153, T165, T229, T273, T289, T293, T305, T321
<b>Unit 2:</b> T47, T59, T61, T71, T73, T98, T105, T107, T133, T181, T241, T282, T283
<b>Unit 3:</b> T57, T72, T73, T107, T152, T210, T235, T237, T239
<b>Unit 4:</b> T65, T67, T69, T71, T73, T75, T87, T93, T123, T257, T261
<b>Unit 5:</b> T72, T103, T142, T191, T199
<b>Unit 6:</b> T140, T141, T142, T143, T144, T145, T213, T289
<b>Unit 7:</b> T81, T123, T154, T155, T165
<b>Unit 8:</b> T84, T85

<b>English Language Arts</b>
<b>Unit 4: Read It Again</b>
<b>16. Describe the role of an author and an illustrator. (ELA-7-E3)</b>
<b>Unit 1:</b> T283
<b>Unit 2:</b> T178, T262
<b>Unit 3:</b> T122, T136, T209
<b>Unit 4:</b> T42, T114, T134, T146, T158, T190, T200, T270
<b>Unit 5:</b> T56, T116, T264
<b>Unit 6:</b> T148, T184, T194
<b>Unit 7:</b> T31, T60, T70, T76, T148, T194, T200, T204
<b>Unit 8:</b> T78, T134, T150, T192, T202

<b>English Language Arts</b>
<b>Unit 4: Read It Again</b>
<b>17. Identify different emotions and feelings of authors by participating in activities such as role-playing, illustrating, and answering questions. (ELA-7-E3)</b>
<b>Unit 1:</b> T36, T50, T59, T125, T141, T155, T197, T275, T293, T311
<b>Unit 2:</b> T49, T59, T61, T71, T73, T105, T107, T109, T121, T171, T181, T193, T229, T241, T251, T253, T259, T273, T275
<b>Unit 3:</b> T29, T41, T49, T57, T59, T61, T63, T65, T115, T127, T129, T131, T139, T141, T143, T145, T181, T189, T229, T235, T239, T243, T251, T253, T255, T257, T265, T267, T269, T271
<b>Unit 4:</b> T31, T51, T55, T65, T69, T73, T75, T123, T127, T137, T149, T163, T193, T203, T257, T261, T263, T273, T275, T277
<b>Unit 5:</b> T45, T49, T65, T103, T109, T119, T121, T133, T135, T173, T235, T237, T239, T249, T251, T253, T255, T267, T269, T271
<b>Unit 6:</b> T30, T51, T61, T63, T75, T77, T79, T117, T127, T129, T131, T141, T143, T145, T187, T257, T267, T269, T271, T281, T283, T285, T287, T289
<b>Unit 7:</b> T30, T53, T67, T79, T81, T83, T123, T133, T135, T137, T139, T141, T151, T153, T155, T197, T207, T287, T289, T299, T303, T305, T307
<b>Unit 8:</b> T31, T55, T127, T143, T157, T195, T205, T259, T269, T271, T289

<b>English Language Arts</b>
<b>Unit 4: Read It Again</b>
<b>18. Ask questions that demonstrate knowledge of character, setting, plot, and text type about texts read aloud (e.g., what, why, how). (ELA-7-E4)</b>
<b>Unit 1:</b> T36, T59, T71, T73, T79, T89, T119, T125, T137, T139, T141, T153, T155, T197, T209, T255, T267, T271, T273, T275, T283, T287, T289, T293, T305, T307, T309, T311, T319
<b>Unit 2:</b> T29, T47, T49, T59, T61, T71, T73, T79, T80, T105, T107, T109, T116, T119, T121, T123, T133, T135, T142, T171, T181, T183, T190, T193, T226, T229, T241, T243, T253, T257, T259, T266, T273, T275, T282
<b>Unit 3:</b> T29, T41, T49, T57, T59, T61, T63, T65, T72, T107, T111, T115, T125, T127, T129, T131, T136, T139, T141, T143, T145, T152, T159, T160, T181, T186, T189, T209, T229, T231, T237, T239, T243, T251, T253, T255, T257, T265, T266, T267, T269, T271, T278, T281, T286
<b>Unit 4:</b> T31, T51, T55, T65, T67, T69, T71, T73, T75, T82, T83, T93, T117, T123, T127, T137, T139, T149, T151, T161, T163, T193, T203, T246, T257, T261, T263, T273, T275, T277, T279, T289, T291, T293, T295, T302
<b>Unit 5:</b> T29, T49, T59, T61, T63, T65, T72, T73, T103, T109, T119, T121, T131, T133, T135, T142, T173, T180, T183, T235, T237, T239, T249, T251, T253, T255, T264, T267, T269, T271, T278
<b>Unit 6:</b> T30, T51, T61, T63, T70, T75, T77, T79, T117, T127, T131, T141, T143, T145, T180, T194, T257, T267, T269, T271, T281, T283, T287, T289, T298
<b>Unit 7:</b> T30, T39, T53, T63, T65, T67, T79, T81, T83, T123, T133, T135, T137, T139, T141, T151, T153, T155, T162, T164, T197, T204, T230, T257, T271, T281, T283, T285, T287, T289, T299, T301, T303, T305, T307, T316, T318
<b>Unit 8:</b> T31, T41, T45, T55, T65, T67, T69, T71, T73, T75, T127, T137, T139, T141, T143, T153, T155, T157, T195, T205, T224, T269, T271, T273, T289, T294, T302

<b>Unit 4: Read It Again</b>
<b>19. Write using developmental/inventive spelling, supported by drawing or dictation to the teacher to express ideas. (ELA-2-E1)</b>
<b>Unit 1:</b> T39, T61, T174, T221, T238, T295
<b>Unit 2:</b> T51, T253, T257, T259, T269, T271
<b>Unit 3:</b> T51, T75
<b>Unit 4:</b> T25, T114, T149, T151, T161, T173
<b>Unit 5:</b> T30, T61, T119, T239
<b>Unit 6:</b> T65, T147, T207, T222, T291, T299
<b>Unit 7:</b> T63

<b>English Language Arts</b>
<b>Unit 4: Read It Again</b>
<b>20. Create compositions by participating in shared writing activities. (ELA-2-E1)</b>
<b>Unit 1:</b> T36, T45, T59, T79, T95, T143, T157, T175, T197, T219, T229, T313
<b>Unit 2:</b> T51, T80, T109, T123, T142, T189, T193, T195, T203, T209, T243, T275, T282, T291
<b>Unit 3:</b> T29, T81, T97, T117, T131, T160, T161, T181, T183, T245, T287
<b>Unit 4:</b> T85, T151, T153, T172, T193, T203, T211, T219, T245, T297, T305, T312, T313
<b>Unit 5:</b> T33, T49, T135, T152, T183, T191, T199, T206, T239
<b>Unit 6:</b> T63, T79, T133, T147, T155, T164, T165, T189, T222, T259, T308
<b>Unit 7:</b> T63, T85, T174, T199, T207, T215, T233, T273, T307, T318, T321, T328, T329
<b>Unit 8:</b> T31, T35, T127, T143, T157, T165, T176, T177, T197, T226, T227, T261, T275, T294, T296

<b>English Language Arts</b>
<b>Unit 4: Read It Again</b>
<b>21. Use illustrations, developmental/inventive spelling, and appropriate vocabulary to write for a specific purpose and/or audience. (ELA-2-E2)</b>
<b>Unit 1:</b> T89, T95, T97, T143, T157, T175, T177, T211, T221, T238, T277, T295, T313, T323, T331
<b>Unit 2:</b> T33, T51, T63, T75, T83, T111, T125, T150, T151, T195, T203, T211, T245, T277, T285, T291
<b>Unit 3:</b> T133, T147, T191, T197, T273
<b>Unit 4:</b> T57, T87, T141, T153
<b>Unit 5:</b> T67, T137, T193, T273
<b>Unit 6:</b> T65, T147, T207, T291
<b>Unit 7:</b> T157, T167, T217, T225, T309, T321
<b>Unit 8:</b> T77, T159, T213, T291

<b>English Language Arts</b>
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<b>Unit 4: Read It Again</b>
<b>22. Create simple text using prior knowledge by drawing, dictating to the teacher, and/or writing using developmental/inventive spelling. (ELA-2-E3)</b>
<b>Unit 1:</b> T39, T61, T174, T221, T238, T295
<b>Unit 2:</b> T51, T253, T257, T259, T269, T271
<b>Unit 3:</b> T51, T75
<b>Unit 4:</b> T25, T114, T149, T151, T161, T173
<b>Unit 5:</b> T30, T61, T119, T239
<b>Unit 6:</b> T65, T147, T207, T222, T291, T299
<b>Unit 7:</b> T63

<b>English Language Arts</b>
<b>Unit 4: Read It Again</b>
<b>23. Use classroom resources (e.g., word walls, pictures dictionaries, teachers, peers) to support a writing process. (ELA-2-E3)</b>
<b>Unit 1:</b> T109, T131, T147, T161, T189, T203, T215, T225, T253, T281, T299, T317
<b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T164, T176, T177, T186, T198, T222, T248
<b>Unit 3:</b> T277
<b>Unit 4:</b> T27, T35, T57, T77, T81, T87, T94, T97, T129, T133, T141, T145, T153, T165, T169, T175, T187, T199, T209, T217, T225, T243, T269, T285, T301
<b>Unit 5:</b> T37, T71, T79, T95, T127, T155, T179, T209, T221, T261, T289
<b>Unit 6:</b> T25, T69, T86, T89, T101, T123, T161, T164, T167, T193, T219, T225, T237, T295, T311
<b>Unit 7:</b> T25, T37, T57, T71, T73, T93, T105, T129, T171, T177, T203, T213, T229, T235, T292, T309, T331
<b>Unit 8:</b> T92, T77, T94, T97, T179, T229, T264, T277, T307

<b>English Language Arts</b>
<b>Unit 4: Read It Again</b>
<b>24. Actively discuss ideas and select a focus for group stories. (ELA-2-E3)</b>
<b>Unit 1:</b> T36, T45, T59, T79, T95, T143, T157, T175, T197, T219, T229, T313
<b>Unit 2:</b> T51, T80, T109, T123, T142, T189, T193, T195, T203, T209, T243, T275, T282, T291
<b>Unit 3:</b> T29, T81, T97, T117, T131, T160, T161, T181, T183, T245, T287
<b>Unit 4:</b> T85, T151, T153, T172, T193, T203, T211, T219, T245, T297, T305, T312, T313
<b>Unit 5:</b> T33, T49, T135, T152, T183, T191, T199, T206, T239
<b>Unit 6:</b> T63, T79, T133, T147, T155, T164, T165, T189, T222, T259, T308
<b>Unit 7:</b> T63, T85, T174, T199, T207, T215, T233, T273, T307, T318, T321, T328, T329
<b>Unit 8:</b> T31, T35, T127, T143, T157, T165, T176, T177, T197, T226, T227, T261, T275, T294, T296

<b>English Language Arts</b>
<b>Unit 4: Read It Again</b>
<b>27. Use developmental/inventive spelling, supported by pictures, to represent a word or idea or to respond to a life experience or a text read aloud. (ELA-2-E6)</b>
<b>Unit 1:</b> T93, T111, T173, T205, T226, T227, T236, T254, T301, T305, T328
<b>Unit 2:</b> T37, T67, T76, T79, T95, T115, T129, T141, T149, T187, T198, T207, T223, T248, T265, T281, T288-T289
<b>Unit 3:</b> T79, T137, T208, T282, T284
<b>Unit 4:</b> T93, T171, T214, T227, T298, T310
<b>Unit 5:</b> T151, T167, T188, T196, T263, T284
<b>Unit 6:</b> T70, T162, T180, T220, T296, T306
<b>Unit 7:</b> T74, T172, T190, T230, T314, T326
<b>Unit 8:</b> T92, T174, T203, T224, T302

<b>English Language Arts</b>
<b>Unit 4: Read It Again</b>
<b>28. Demonstrate an understanding of letter placement in text by writing letters and words from left to right and top to bottom on a page. (ELA-3-E1)</b>
<b>Unit 1:</b> T108, T109, T130, T131, T147, T161, T189, T203, T215, T225, T226, T234, T238, T253, T278, T281, T299, T317
<b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T150, T164, T176, T177, T186, T198, T222, T248, T265, T281, T288, T291
<b>Unit 3:</b> T213, T223, T277, T289
<b>Unit 4:</b> T27, T35, T57, T61, T77, T81, T87, T91, T94, T97, T111, T129, T133, T141, T145, T153, T157, T165, T169, T175, T187, T199, T209, T217, T225, T228, T243, T269, T285, T301, T309, T313
<b>Unit 5:</b> T37, T71, T79, T83, T95, T127, T142, T143, T155, T179, T206, T209, T221, T261, T289
<b>Unit 6:</b> T25, T37, T69, T86, T89, T101, T123, T137, T161, T164, T167, T193, T203, T219, T225, T237, T263, T295, T299, T311
<b>Unit 7:</b> T25, T37, T73, T93, T105, T129, T171, T177, T203, T213, T217, T229, T235, T331
<b>Unit 8:</b> T97, T179, T224, T229, T305, T307

<b>English Language Arts</b>
<b>Unit 4: Read It Again</b>
<b>29. Print all uppercase and lowercase letters. (ELA-3-E1)</b>
<b>Unit 1:</b> T108, T109, T130, T131, T147, T161, T189, T203, T215, T225, T226, T234, T238, T253, T278, T281, T299, T317
<b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T150, T164, T176, T177, T186, T198, T222, T248, T265, T281, T288, T291
<b>Unit 3:</b> T213, T223, T277, T289
<b>Unit 4:</b> T27, T35, T57, T61, T77, T81, T87, T91, T94, T97, T111, T129, T133, T141, T145, T153, T157, T165, T169, T175, T187, T199, T209, T217, T225, T228, T243, T269, T285, T301, T309, T313
<b>Unit 5:</b> T37, T71, T79, T83, T95, T127, T142, T143, T155, T179, T206, T209, T221, T261, T289
<b>Unit 6:</b> T25, T37, T69, T86, T89, T101, T123, T137, T161, T164, T167, T193, T203, T219, T225, T237, T263, T295, T299, T311
<b>Unit 7:</b> T25, T37, T73, T93, T105, T129, T171, T177, T203, T213, T217, T229, T235, T331
<b>Unit 8:</b> T97, T179, T224, T229, T305, T307

<b>English Language Arts</b>
<b>Unit 4: Read It Again</b>
<b>30. Print letters and words with proper figure grounding on a line and with appropriate spaces between words. (ELA-3-E1)</b>
<b>Unit 1:</b> T108, T109, T130, T131, T147, T161, T189, T203, T215, T225, T226, T234, T238, T253, T278, T281, T299, T317
<b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T150, T164, T176, T177, T186, T198, T222, T248, T265, T281, T288, T291
<b>Unit 3:</b> T213, T223, T277, T289
<b>Unit 4:</b> T27, T35, T57, T61, T77, T81, T87, T91, T94, T97, T111, T129, T133, T141, T145, T153, T157, T165, T169, T175, T187, T199, T209, T217, T225, T228, T243, T269, T285, T301, T309, T313
<b>Unit 5:</b> T37, T71, T79, T83, T95, T127, T142, T143, T155, T179, T206, T209, T221, T261, T289
<b>Unit 6:</b> T25, T37, T69, T86, T89, T101, T123, T137, T161, T164, T167, T193, T203, T219, T225, T237, T263, T295, T299, T311
<b>Unit 7:</b> T25, T37, T73, T93, T105, T129, T171, T177, T203, T213, T217, T229, T235, T331
<b>Unit 8:</b> T97, T179, T224, T229, T305, T307

<b>English Language Arts</b>
<b>Unit 4: Read It Again</b>
<b>31. Identify and use uppercase letters at the beginning of own first and last names. (ELA-3-E2)</b>
<b>Unit 1:</b> T24, T40, T53, T82
<b>Unit 2:</b> T53, T279, T287
<b>Unit 4:</b> T58
<b>Unit 5:</b> T70
<b>Unit 6:</b> T53

<b>English Language Arts</b>
<b>Unit 4: Read It Again</b>
<b>33. Initiate and sustain normal conversation on a specific topic with the teacher. (ELA-4-E1)</b>
<b>Unit 1:</b> T30, T36, T37, T45, T46, T53, T71, T73, T79, T89, T94, T113, T114, T119, T121, T137, T139, T141, T153, T155, T174, T231
<b>Unit 2:</b> T25, T26, T29, T39, T40, T47, T51, T55, T56, T67, T68, T81, T98, T111, T116, T125, T130, T137, T143, T145, T151, T153, T167, T168, T173, T183, T187, T189, T190, T195, T201, T203, T208, T211, T223, T225, T245, T250, T261, T277, T285, T293
<b>Unit 3:</b> T29, T49, T115, T143, T211, T226, T243, T257, T281, T287
<b>Unit 4:</b> T95, T172, T173, T189, T193, T203, T213, T219, T221, T228, T257, T263, T265, T271, T295, T303, T312
<b>Unit 5:</b> T26, T29, T31, T39, T40, T49, T55, T56, T59, T66, T73, T80, T97, T103, T109, T115, T116, T119, T121, T131, T133, T135, T145, T199
<b>Unit 6:</b> T30, T31, T39, T40, T63, T75, T77, T79, T81, T103, T104, T117, T138, T154, T155, T183, T197, T205, T213, T239, T240, T301, T308
<b>Unit 7:</b> T26, T30, T31, T40, T67, T76, T81, T83, T85, T107, T108, T133, T137, T139, T141, T193, T215, T223, T235, T250, T271, T321
<b>Unit 8:</b> T26, T31, T33, T41, T42, T45, T47, T51, T55, T65, T67, T69, T71, T73, T75, T87, T111, T112, T169, T191, T211, T219, T242, T273, T289

<b>English Language Arts</b>
<b>Unit 4: Read It Again</b>
<b>34. Express feelings, needs, and ideas in complete sentences. (ELA-4-E1)</b>
<b>Unit 1:</b> T41, T63, T83, T91, T113, T145, T158, T159, T169, T205, T206, T223, T233, T258, T284, T296, T329
<b>Unit 2:</b> T23, T34, T35, T77, T93, T116, T139, T147
<b>Unit 3:</b> T38, T76, T157, T184, T203, T208, T222, T284
<b>Unit 4:</b> T93, T306
<b>Unit 5:</b> T40, T56, T98, T128, T140, T141, T148, T151, T176, T195, T202, T209, T246, T262, T276, T277, T285
<b>Unit 6:</b> T234, T260
<b>Unit 7:</b> T86, T172, T190, T230, T296, T326
<b>Unit 8:</b> T22, T25, T39, T61, T91, T92, T174, T189, T200, T209, T216, T223, T224, T239, T263, T277, T293, T301, T302

<b>English Language Arts</b>
<b>Unit 4: Read It Again</b>
<b>38. Recite short poems, rhymes, and songs. (ELA-4-E4)</b>
<b>Unit 1:</b> T24, T25, T26, T28, T40, T41, T42, T63, T64, T82, T83, T84, T90, T92, T94, T108, T125, T130, T146, T160, T163, T165, T188, T200, T201, T202, T213, T214, T224, T234, T251, T252, T282, T301, T320, T324, T326
<b>Unit 2:</b> T22, T36, T53, T54, T65, T66, T76, T78, T92, T94, T112, T114, T126, T127, T128, T140, T148, T162, T164, T174, T185, T186, T197, T198, T204, T206, T246, T262, T264, T280
<b>Unit 3:</b> T26, T148, T156, T172, T184, T192, T199, T282
<b>Unit 4:</b> T22, T25, T36, T58, T80, T88, T90, T108, T143, T167, T168, T196, T206, T208, T214, T224, T240, T242, T266
<b>Unit 5:</b> T36, T54, T70, T78, T112, T114, T124, T166, T186, T202, T282
<b>Unit 6:</b> T34, T68, T98, T157, T192, T215, T216, T218
<b>Unit 7:</b> T22, T36, T56, T72, T85, T126, T200, T226, T244, T291, T331
<b>Unit 8:</b> T36, T38, T78, T146, T198, T214, T222, T276, T300

<b>English Language Arts</b>
<b>Unit 4: Read It Again</b>
<b>39. Listen to and recite short poems and stories for an audience. (ELA-4-E5)</b>
<b>Unit 1:</b> T43, T87, T297
<b>Unit 2:</b> T76, T262, T286
<b>Unit 3:</b> T52, T184, T211
<b>Unit 4:</b> T142, T306
<b>Unit 7:</b> T174, T232, T329
<b>Unit 8:</b> T88

<b>English Language Arts</b>
<b>Unit 4: Read It Again</b>
<b>42. Use a computer mouse to navigate the screen. (ELA-5-E1)</b>
<b>Unit 2:</b> T172, T244
<b>Unit 4:</b> T34, T128, T172, T194

<b>English Language Arts</b>
<b>Unit 4: Read It Again</b>
<b>43. Identify that a computer has a keyboard to enter information. (ELA-5-E1)</b>
<b>Unit 2:</b> T172, T244
<b>Unit 4:</b> T34, T128, T172, T194

<b>English Language Arts</b>
<b>Unit 4: Read It Again</b>
<b>44. Use technology to produce class work. (ELA-5-E4)</b>
<b>Unit 2:</b> T172, T244
<b>Unit 4:</b> T34, T128, T172, T194

## **Unit 5: The World of Animals**

<b>English Language Arts</b>
<b>Unit 5: The World of Animals</b>
<b>1a. Demonstrate understand of phonological awareness by doing the following: Creating rhyming words. (ELA-1-E1)</b>
<b>Unit 1:</b> T65, T85, T91, T93, T107, T111, T129, T133, T145, T149, T159, T163, T169, T187, T191, T201, T213, T223, T227, T233, T251, T277, T279, T283, T295, T297, T313, T315, T319, T323, T325, T333
<b>Unit 2:</b> T34, T52, T64, T76, T92, T112, T126, T138, T146, T184, T196, T204, T220, T262, T278, T286
<b>Unit 3:</b> T22, T52, T68, T76, T148, T172, T184, T192, T198, T206, T260, T274, T282, T285
<b>Unit 4:</b> T22, T58, T78, T93, T106, T130, T142, T154, T166, T171, T184, T193, T196, T214, T222, T306
<b>Unit 5:</b> T22, T52, T68, T76, T92, T112, T138, T146, T164, T173, T242, T274, T282
<b>Unit 6:</b> T34, T54, T66, T82, T98, T107, T109, T113, T162, T163, T176, T190, T208, T274, T292, T296, T297, T302
<b>Unit 7:</b> T22, T33, T69, T85, T93, T102, T143, T168, T210, T225, T244, T310, T322, T326, T327
<b>Unit 8:</b> T38, T60, T88, T92, T109, T130, T146, T162, T170, T195, T198, T208, T238, T262, T273, T281, T283, T285, T287, T292, T302

<b>English Language Arts</b>
<b>Unit 5: The World of Animals</b>
<b>7a. Demonstrate understanding of book and print concepts by doing the following: Locating front and back covers, title page, and inside pages of a book. (ELA-1-E2)</b>
<b>Unit 1:</b> T237
<b>Unit 6:</b> T31, T40
<b>Unit 7:</b> T31, T296
<b>Unit 8:</b> T33

<b>English Language Arts</b>
<b>Unit 5: The World of Animals</b>
<b>7b. Demonstrate understanding of book and print concepts by doing the following: Identifying periods, question marks, and exclamation marks and demonstrating knowledge that they are used at the end of a sentence. (ELA-1-E2)</b>
<b>Unit 1:</b> T329
<b>Unit 2:</b> T33, T51, T63, T137, T153, T173, T183, T195, T231, T241, T245, T250, T277, T293
<b>Unit 3:</b> T103, T113, T159, T163, T206, T213, T233, T237, T239, T285, T289
<b>Unit 4:</b> T47, T53, T117, T123, T125, T227, T251, T255, T311
<b>Unit 5:</b> T83, T101, T105, T107, T229
<b>Unit 6:</b> T89, T189, T167, T199, T207, T259, T291, T311
<b>Unit 7:</b> T186, T190, T267
<b>Unit 8:</b> T117, T223, T224, T261

<b>English Language Arts</b>
<b>Unit 5: The World of Animals</b>
<b>7c. Demonstrate understanding of book and print concepts by doing the following: Isolating individual words in print. (ELA-1-E2)</b>
<b>Unit 1:</b> T89
<b>Unit 2:</b> T23, T35, T52, T64, T75, T93, T98, T113, T127, T139, T147
<b>Unit 3:</b> T22, T76, T118, T222, T246
<b>Unit 4:</b> T154, T184, T214, T222, T266
<b>Unit 5:</b> T124, T202, T282
<b>Unit 6:</b> T66, T148, T200
<b>Unit 7:</b> T86, T126, T210, T230, T310
<b>Unit 8:</b> T24, T58, T80, T81, T109, T149, T173, T189, T216, T223, T263, T277, T293, T300

<b>English Language Arts</b>
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<b>Unit 5: The World of Animals</b>
<b>9. Orally retell ideas and important facts in grade-appropriate texts read aloud by the teacher or read by the individual student. (ELA-1-E5)</b>
<b>Unit 1:</b> T87, T155, T164, T237, T320, T321
<b>Unit 2:</b> T135, T142, T207, T283
<b>Unit 3:</b> T54, T80, T136, T159, T191, T210, T271
<b>Unit 4:</b> T83, T85, T227, T302, T303, T311
<b>Unit 5:</b> T49, T65, T72, T135, T142, T151, T197, T255, T263, T278, T279
<b>Unit 6:</b> T155, T162, T298, T306
<b>Unit 7:</b> T163, T174, T190, T316, T318, T319, T326
<b>Unit 8:</b> T82, T84, T85, T164, T165, T166, T167, T294, T295, T296, T297

<b>English Language Arts</b>
<b>Unit 5: The World of Animals</b>
<b>10. Answer questions about the important characters, setting, and events of a story. (ELA-1-E5)</b>
<b>Unit 1:</b> T36, T59, T71, T73, T79, T89, T119, T125, T137, T139, T141, T153, T155, T197, T209, T255, T267, T271, T273, T275, T283, T287, T289, T293, T305, T307, T309, T311, T319
<b>Unit 2:</b> T29, T47, T49, T59, T61, T71, T73, T79, T80, T105, T107, T109, T116, T119, T121, T123, T133, T135, T142, T171, T181, T183, T190, T193, T226, T229, T241, T243, T253, T257, T259, T266, T273, T275, T282
<b>Unit 3:</b> T29, T41, T49, T57, T59, T61, T63, T65, T72, T107, T111, T115, T125, T127, T129, T131, T136, T139, T141, T143, T145, T152, T159, T160, T181, T186, T189, T209, T229, T231, T237, T239, T243, T251, T253, T255, T257, T265, T266, T267, T269, T271, T278, T281, T286
<b>Unit 4:</b> T31, T51, T55, T65, T67, T69, T71, T73, T75, T82, T83, T93, T117, T123, T127, T137, T139, T149, T151, T161, T163, T193, T203, T246, T257, T261, T263, T273, T275, T277, T279, T289, T291, T293, T295, T302
<b>Unit 5:</b> T29, T49, T59, T61, T63, T65, T72, T73, T103, T109, T119, T121, T131, T133, T135, T142, T173, T180, T183, T235, T237, T239, T249, T251, T253, T255, T264, T267, T269, T271, T278
<b>Unit 6:</b> T30, T51, T61, T63, T70, T75, T77, T79, T117, T127, T131, T141, T143, T145, T180, T194, T257, T267, T269, T271, T281, T283, T287, T289, T298
<b>Unit 7:</b> T30, T39, T53, T63, T65, T67, T79, T81, T83, T123, T133, T135, T137, T139, T141, T151, T153, T155, T162, T164, T197, T204, T230, T257, T271, T281, T283, T285, T287, T289, T299, T301, T303, T305, T307, T316, T318
<b>Unit 8:</b> T31, T41, T45, T55, T65, T67, T69, T71, T73, T75, T127, T137, T139, T141, T143, T153, T155, T157, T195, T205, T224, T269, T271, T273, T289, T294, T302



<b>English Language Arts</b>
<b>Unit 5: The World of Animals</b>
<b>11. Describe the connections between life experiences and texts. (ELA-1-E6)</b>
<b>Unit 1:</b> T36, T141, T155, T157, T173, T211, T231, T241, T271, T313
<b>Unit 2:</b> T33, T51, T63, T75, T83, T97, T111, T125, T137, T145, T149, T153, T173, T183, T195, T203, T211, T245, T261, T277, T285
<b>Unit 3:</b> T153, T181, T183, T186, T189, T191, T278, T286
<b>Unit 4:</b> T41, T75, T89, T129, T139, T227, T245, T311
<b>Unit 5:</b> T33, T51, T67, T75, T83, T175, T185, T241, T257, T263, T273, T281, T289
<b>Unit 6:</b> T53, T63, T65, T70, T75, T81, T89, T117, T119, T129, T145, T147, T157, T167, T187, T189, T197, T199, T311
<b>Unit 7:</b> T39, T67, T83, T141, T143, T207
<b>Unit 8:</b> T31, T47, T195, T213, T221, T229, T259

<b>English Language Arts</b>
<b>Unit 5: The World of Animals</b>
<b>13. Identify whether the type of text read aloud is a true story, a fictional story, a song, or a poem. (ELA-6-E2)</b>
<b>Unit 2:</b> T107, T109, T116, T130, T253, T255, T257, T259, T269, T271, T273
<b>Unit 4:</b> T273, T275, T277, T289, T291, T293
<b>Unit 5:</b> T241, T257, T273, T281, T289
<b>Unit 7:</b> T271
<b>Unit 8:</b> T195

<b>English Language Arts</b>
<b>Unit 5: The World of Animals</b>
<b>14a. Demonstrate understanding of information in texts read aloud using a variety of strategies, including: Making predictions using prior knowledge and pictures. (ELA-7-E1)</b>
<b>Unit 1:</b> T46, T97, T127, T143, T157, T167, T231
<b>Unit 2:</b> T33, T51, T63, T75, T83, T98, T168, T195, T203, T211, T282
<b>Unit 3:</b> T31, T38, T98, T197, T205, T213, T226
<b>Unit 4:</b> T42, T190, T246
<b>Unit 5:</b> T40, T51, T111, T123, T150, T193, T201, T224
<b>Unit 6:</b> T40, T104, T184, T240
<b>Unit 7:</b> T26, T40, T108, T194, T250
<b>Unit 8:</b> T26, T42, T112, T192, T242

<b>English Language Arts</b>
<b>Unit 5: The World of Animals</b>
<b>14c. Demonstrate understanding of information in texts read aloud using a variety of strategies, including: Drawing conclusions from text. (ELA-7-E1)</b>
<b>Unit 2:</b> T119, T121, T123, T131, T133, T135
<b>Unit 3:</b> T125, T127, T129, T131, T139, T141, T143, T145
<b>Unit 5:</b> T249, T251, T253, T267, T269
<b>Unit 6:</b> T127, T129, T131, T141, T143, T145, T267, T269, T281, T283, T285, T287, T289

<b>English Language Arts</b>
<b>Unit 5: The World of Animals</b>
<b>14d. Demonstrate understanding of information in texts read aloud using a variety of strategies, including: Using pictures to resolve questions. (ELA-7-E1)</b>
<b>Unit 1:</b> T52, T53, T54, T56, T58, T65, T68, T70, T74, T76, T78, T119, T121, T137, T153, T165, T229, T273, T289, T293, T305, T321
<b>Unit 2:</b> T47, T59, T61, T71, T73, T98, T105, T107, T133, T181, T241, T282, T283
<b>Unit 3:</b> T57, T72, T73, T107, T152, T210, T235, T237, T239
<b>Unit 4:</b> T65, T67, T69, T71, T73, T75, T87, T93, T123, T257, T261
<b>Unit 5:</b> T72, T103, T142, T191, T199
<b>Unit 6:</b> T140, T141, T142, T143, T144, T145, T213, T289
<b>Unit 7:</b> T81, T123, T154, T155, T165
<b>Unit 8:</b> T84, T85

<b>English Language Arts</b>
<b>Unit 5: The World of Animals</b>
<b>18. Ask questions that demonstrate knowledge of character, setting, plot, and text type about texts read aloud (e.g., what, why, how). (ELA-7-E4)</b>
<b>Unit 1:</b> T36, T59, T71, T73, T79, T89, T119, T125, T137, T139, T141, T153, T155, T197, T209, T255, T267, T271, T273, T275, T283, T287, T289, T293, T305, T307, T309, T311, T319  <b>Unit 2:</b> T29, T47, T49, T59, T61, T71, T73, T79, T80, T105, T107, T109, T116, T119, T121, T123, T133, T135, T142, T171, T181, T183, T190, T193, T226, T229, T241, T243, T253, T257, T259, T266, T273, T275, T282  <b>Unit 3:</b> T29, T41, T49, T57, T59, T61, T63, T65, T72, T107, T111, T115, T125, T127, T129, T131, T136, T139, T141, T143, T145, T152, T159, T160, T181, T186, T189, T209, T229, T231, T237, T239, T243, T251, T253, T255, T257, T265, T266, T267, T269, T271, T278, T281, T286  <b>Unit 4:</b> T31, T51, T55, T65, T67, T69, T71, T73, T75, T82, T83, T93, T117, T123, T127, T137, T139, T149, T151, T161, T163, T193, T203, T246, T257, T261, T263, T273, T275, T277, T279, T289, T291, T293, T295, T302  <b>Unit 5:</b> T29, T49, T59, T61, T63, T65, T72, T73, T103, T109, T119, T121, T131, T133, T135, T142, T173, T180, T183, T235, T237, T239, T249, T251, T253, T255, T264, T267, T269, T271, T278  <b>Unit 6:</b> T30, T51, T61, T63, T70, T75, T77, T79, T117, T127, T131, T141, T143, T145, T180, T194, T257, T267, T269, T271, T281, T283, T287, T289, T298  <b>Unit 7:</b> T30, T39, T53, T63, T65, T67, T79, T81, T83, T123, T133, T135, T137, T139, T141, T151, T153, T155, T162, T164, T197, T204, T230, T257, T271, T281, T283, T285, T287, T289, T299, T301, T303, T305, T307, T316, T318  <b>Unit 8:</b> T31, T41, T45, T55, T65, T67, T69, T71, T73, T75, T127, T137, T139, T141, T143, T153, T155, T157, T195, T205, T224, T269, T271, T273, T289, T294, T302

<b>English Language Arts</b>
<b>Unit 5: The World of Animals</b>
<b>20. Create compositions by participating in shared writing activities. (ELA-2-E1)</b>
<b>Unit 1:</b> T36, T45, T59, T79, T95, T143, T157, T175, T197, T219, T229, T313  <b>Unit 2:</b> T51, T80, T109, T123, T142, T189, T193, T195, T203, T209, T243, T275, T282, T291  <b>Unit 3:</b> T29, T81, T97, T117, T131, T160, T161, T181, T183, T245, T287  <b>Unit 4:</b> T85, T151, T153, T172, T193, T203, T211, T219, T245, T297, T305, T312, T313  <b>Unit 5:</b> T33, T49, T135, T152, T183, T191, T199, T206, T239  <b>Unit 6:</b> T63, T79, T133, T147, T155, T164, T165, T189, T222, T259, T308  <b>Unit 7:</b> T63, T85, T174, T199, T207, T215, T233, T273, T307, T318, T321, T328, T329  <b>Unit 8:</b> T31, T35, T127, T143, T157, T165, T176, T177, T197, T226, T227, T261, T275, T294, T296

<b>English Language Arts</b>
<b>Unit 5: The World of Animals</b>
<b>21. Use illustrations, developmental/inventive spelling, and appropriate vocabulary to write for a specific purpose and/or audience. (ELA-2-E2)</b>
<b>Unit 1:</b> T89, T95, T97, T143, T157, T175, T177, T211, T221, T238, T277, T295, T313, T323, T331  <b>Unit 2:</b> T33, T51, T63, T75, T83, T111, T125, T150, T151, T195, R203, T211, T245, T277, T285, T291  <b>Unit 3:</b> T133, T147, T191, T197, T273  <b>Unit 4:</b> T57, T87, T141, T153  <b>Unit 5:</b> T67, T137, T193, T273  <b>Unit 6:</b> T65, T147, T207, T291  <b>Unit 7:</b> T157, T167, T217, T225, T309, T321  <b>Unit 8:</b> T77, T159, T213, T291

<b>English Language Arts</b>
<b>Unit 5: The World of Animals</b>
<b>22. Create simple text using prior knowledge by drawing, dictating to the teacher, and/or writing using developmental/inventive spelling. (ELA-2-E3)</b>
<b>Unit 1:</b> T39, T61, T174, T221, T238, T295  <b>Unit 2:</b> T51, T253, T257, T259, T269, T271  <b>Unit 3:</b> T51, T75  <b>Unit 4:</b> T25, T114, T149, T151, T161, T173  <b>Unit 5:</b> T30, T61, T119, T239  <b>Unit 6:</b> T65, T147, T207, T222, T291, T299  <b>Unit 7:</b> T63

<b>English Language Arts</b>
<b>Unit 5: The World of Animals</b>
<b>23. Use classroom resources (e.g., word walls, pictures dictionaries, teachers, peers) to support a writing process. (ELA-2-E3)</b>
<b>Unit 1:</b> T109, T131, T147, T161, T189, T203, T215, T225, T253, T281, T299, T317  <b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T164, T176, T177, T186, T198, T222, T248  <b>Unit 3:</b> T277  <b>Unit 4:</b> T27, T35, T57, T77, T81, T87, T94, T97, T129, T133, T141, T145, T153, T165, T169, T175, T187, T199, T209, T217, T225, T243, T269, T285, T301  <b>Unit 5:</b> T37, T71, T79, T95, T127, T155, T179, T209, T221, T261, T289  <b>Unit 6:</b> T25, T69, T86, T89, T101, T123, T161, T164, T167, T193, T219, T225, T237, T295, T311  <b>Unit 7:</b> T25, T37, T57, T71, T73, T93, T105, T129, T171, T177, T203, T213, T229, T235, T292, T309, T331  <b>Unit 8:</b> T92, T77, T94, T97, T179, T229, T264, T277, T307

<b>English Language Arts</b>
<b>Unit 5: The World of Animals</b>
<b>24. Actively discuss ideas and select a focus for group stories. (ELA-2-E3)</b>
<b>Unit 1:</b> T36, T45, T59, T79, T95, T143, T157, T175, T197, T219, T229, T313
<b>Unit 2:</b> T51, T80, T109, T123, T142, T189, T193, T195, T203, T209, T243, T275, T282, T291
<b>Unit 3:</b> T29, T81, T97, T117, T131, T160, T161, T181, T183, T245, T287
<b>Unit 4:</b> T85, T151, T153, T172, T193, T203, T211, T219, T245, T297, T305, T312, T313
<b>Unit 5:</b> T33, T49, T135, T152, T183, T191, T199, T206, T239
<b>Unit 6:</b> T63, T79, T133, T147, T155, T164, T165, T189, T222, T259, T308
<b>Unit 7:</b> T63, T85, T174, T199, T207, T215, T233, T273, T307, T318, T321, T328, T329
<b>Unit 8:</b> T31, T35, T127, T143, T157, T165, T176, T177, T197, T226, T227, T261, T275, T294, T296

<b>English Language Arts</b>
<b>Unit 5: The World of Animals</b>
<b>26. Use rhyme and alliteration in group-shared writing activities. (ELA-2-E5)</b>
<b>Unit 1:</b> T61, T143, T157
<b>Unit 2:</b> T261, T277
<b>Unit 3:</b> T117, T183, T210, T245
<b>Unit 5:</b> T206

<b>English Language Arts</b>
<b>Unit 5: The World of Animals</b>
<b>27. Use developmental/inventive spelling, supported by pictures, to represent a word or idea or to respond to a life experience or a text read aloud. (ELA-2-E6)</b>
<b>Unit 1:</b> T93, T111, T173, T205, T226, T227, T236, T254, T301, T305, T328
<b>Unit 2:</b> T37, T67, T76, T79, T95, T115, T129, T141, T149, T187, T198, T207, T223, T248, T265, T281, T288-T289
<b>Unit 3:</b> T79, T137, T208, T282, T284
<b>Unit 4:</b> T93, T171, T214, T227, T298, T310
<b>Unit 5:</b> T151, T167, T188, T196, T263, T284
<b>Unit 6:</b> T70, T162, T180, T220, T296, T306
<b>Unit 7:</b> T74, T172, T190, T230, T314, T326
<b>Unit 8:</b> T92, T174, T203, T224, T302

<b>English Language Arts</b>
<b>Unit 5: The World of Animals</b>
<b>28. Demonstrate an understanding of letter placement in text by writing letters and words from left to right and top to bottom on a page. (ELA-3-E1)</b>
<b>Unit 1:</b> T108, T109, T130, T131, T147, T161, T189, T203, T215, T225, T226, T234, T238, T253, T278, T281, T299, T317
<b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T150, T164, T176, T177, T186, T198, T222, T248, T265, T281, T288, T291
<b>Unit 3:</b> T213, T223, T277, T289
<b>Unit 4:</b> T27, T35, T57, T61, T77, T81, T87, T91, T94, T97, T111, T129, T133, T141, T145, T153, T157, T165, T169, T175, T187, T199, T209, T217, T225, T228, T243, T269, T285, T301, T309, T313
<b>Unit 5:</b> T37, T71, T79, T83, T95, T127, T142, T143, T155, T179, T206, T209, T221, T261, T289
<b>Unit 6:</b> T25, T37, T69, T86, T89, T101, T123, T137, T161, T164, T167, T193, T203, T219, T225, T237, T263, T295, T299, T311
<b>Unit 7:</b> T25, T37, T73, T93, T105, T129, T171, T177, T203, T213, T217, T229, T235, T331
<b>Unit 8:</b> T97, T179, T224, T229, T305, T307

<b>English Language Arts</b>
<b>Unit 5: The World of Animals</b>
<b>29. Print all uppercase and lowercase letters. (ELA-3-E1)</b>
<b>Unit 1:</b> T108, T109, T130, T131, T147, T161, T189, T203, T215, T225, T226, T234, T238, T253, T278, T281, T299, T317
<b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T150, T164, T176, T177, T186, T198, T222, T248, T265, T281, T288, T291
<b>Unit 3:</b> T213, T223, T277, T289
<b>Unit 4:</b> T27, T35, T57, T61, T77, T81, T87, T91, T94, T97, T111, T129, T133, T141, T145, T153, T157, T165, T169, T175, T187, T199, T209, T217, T225, T228, T243, T269, T285, T301, T309, T313
<b>Unit 5:</b> T37, T71, T79, T83, T95, T127, T142, T143, T155, T179, T206, T209, T221, T261, T289
<b>Unit 6:</b> T25, T37, T69, T86, T89, T101, T123, T137, T161, T164, T167, T193, T203, T219, T225, T237, T263, T295, T299, T311
<b>Unit 7:</b> T25, T37, T73, T93, T105, T129, T171, T177, T203, T213, T217, T229, T235, T331
<b>Unit 8:</b> T97, T179, T224, T229, T305, T307

<b>English Language Arts</b>
<b>Unit 5: The World of Animals</b>
<b>30. Print letters and words with proper figure grounding on a line and with appropriate spaces between words. (ELA-3-E1)</b>
<b>Unit 1:</b> T108, T109, T130, T131, T147, T161, T189, T203, T215, T225, T226, T234, T238, T253, T278, T281, T299, T317
<b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T150, T164, T176, T177, T186, T198, T222, T248, T265, T281, T288, T291
<b>Unit 3:</b> T213, T223, T277, T289
<b>Unit 4:</b> T27, T35, T57, T61, T77, T81, T87, T91, T94, T97, T111, T129, T133, T141, T145, T153, T157, T165, T169, T175, T187, T199, T209, T217, T225, T228, T243, T269, T285, T301, T309, T313
<b>Unit 5:</b> T37, T71, T79, T83, T95, T127, T142, T143, T155, T179, T206, T209, T221, T261, T289
<b>Unit 6:</b> T25, T37, T69, T86, T89, T101, T123, T137, T161, T164, T167, T193, T203, T219, T225, T237, T263, T295, T299, T311
<b>Unit 7:</b> T25, T37, T73, T93, T105, T129, T171, T177, T203, T213, T217, T229, T235, T331
<b>Unit 8:</b> T97, T179, T224, T229, T305, T307

<b>English Language Arts</b>
<b>Unit 5: The World of Animals</b>
<b>31. Identify and use uppercase letters at the beginning of own first and last names. (ELA-3-E2)</b>
<b>Unit 1:</b> T24, T40, T53, T82
<b>Unit 2:</b> T53, T279, T287
<b>Unit 4:</b> T58
<b>Unit 5:</b> T70
<b>Unit 6:</b> T53

<b>English Language Arts</b>
<b>Unit 5: The World of Animals</b>
<b>33. Initiate and sustain normal conversation on a specific topic with the teacher. (ELA-4-E1)</b>
<b>Unit 1:</b> T30, T36, T37, T45, T46, T53, T71, T73, T79, T89, T94, T113, T114, T119, T121, T137, T139, T141, T153, T155, T174, T231
<b>Unit 2:</b> T25, T26, T29, T39, T40, T47, T51, T55, T56, T67, T68, T81, T98, T111, T116, T125, T130, T137, T143, T145, T151, T153, T167, T168, T173, T183, T187, T189, T190, T195, T201, T203, T208, T211, T223, T225, T245, T250, T261, T277, T285, T293
<b>Unit 3:</b> T29, T49, T115, T143, T211, T226, T243, T257, T281, T287
<b>Unit 4:</b> T95, T172, T173, T189, T193, T203, T213, T219, T221, T228, T257, T263, T265, T271, T295, T303, T312
<b>Unit 5:</b> T26, T29, T31, T39, T40, T49, T55, T56, T59, T66, T73, T80, T97, T103, T109, T115, T116, T119, T121, T131, T133, T135, T145, T199
<b>Unit 6:</b> T30, T31, T39, T40, T63, T75, T77, T79, T81, T103, T104, T117, T138, T154, T155, T183, T197, T205, T213, T239, T240, T301, T308
<b>Unit 7:</b> T26, T30, T31, T40, T67, T76, T81, T83, T85, T107, T108, T133, T137, T139, T141, T193, T215, T223, T235, T250, T271, T321
<b>Unit 8:</b> T26, T31, T33, T41, T42, T45, T47, T51, T55, T65, T67, T69, T71, T73, T75, T87, T111, T112, T169, T191, T211, T219, T242, T273, T289

<b>English Language Arts</b>
<b>Unit 5: The World of Animals</b>
<b>34. Express feelings, needs, and ideas in complete sentences. (ELA-4-E1)</b>
<b>Unit 1:</b> T41, T63, T83, T91, T113, T145, T158, T159, T169, T205, T206, T223, T233, T258, T284, T296, T329  <b>Unit 2:</b> T23, T34, T35, T77, T93, T116, T139, T147  <b>Unit 3:</b> T38, T76, T157, T184, T203, T208, T222, T284  <b>Unit 4:</b> T93, T306  <b>Unit 5:</b> T40, T56, T98, T128, T140, T141, T148, T151, T176, T195, T202, T209, T246, T262, T276, T277, T285  <b>Unit 6:</b> T234, T260  <b>Unit 7:</b> T86, T172, T190, T230, T296, T326  <b>Unit 8:</b> T22, T25, T39, T61, T91, T92, T174, T189, T200, T209, T216, T223, T224, T239, T263, T277, T293, T301, T302



<b>English Language Arts</b>
<b>Unit 5: The World of Animals</b>
<b>35. Give and follow one- and two-step verbal and nonverbal directions without interrupting. (ELA-4-E2)</b>
<p><b>Unit 1:</b> T24, T41, T43, T46, T49, T51, T53, T55, T57, T62, T63, T65, T66, T69, T71, T75, T77, T79, T82, T83, T84, T85, T87, T90, T91, T92, T93, T94, T95, T109, T111, T114, T117, T123, T128, T129, T130, T131, T132, T133, T134, T137, T139, T144, T150, T153, T158, T160, T161, T162, T168, T169, T170, T171, T174, T175, T186, T197, T188, T189, T191, T201, T202, T203, T205, T212, T213, T214, T215, T216, T217, T222, T223, T224, T225, T226, T227, T232, T233, T234, T235, T237, T238, T250, T251, T252, T253, T254, T255, T261, T263, T265, T267, T269, T271, T278, T279, T280, T281, T282, T283, T284, T287, T289, T291, T296, T297, T298, T299, T300, T301, T302, T305, T307, T314, T315, T316, T317, T318, T320, T324, T325, T326, T327, T329, T331</p> <p><b>Unit 2:</b> T22, T23, T24, T25, T34, T35, T36, T37, T43, T45, T52, T54, T55, T56, T64, T65, T66, T67, T76, T77, T78, T92, T93, T94, T95, T98, T101, T103, T107, T112, T113, T114, T115, T126, T127, T128, T129, T138, T139, T140, T141, T146, T147, T148, T150, T151, T162, T163, T164, T165, T175, T176, T177, T184, T185, T186, T187, T190, T196, T197, T198, T199, T204, T205, T206, T207, T208, T220, T221, T222, T223, T229, T231, T233, T235, T239, T241, T246, T247, T248, T249, T262, T263, T264, T265, T275, T278, T280, T281, T283, T286, T287, T288, T289, T291</p> <p><b>Unit 3:</b> T22, T23, T25, T34, T35, T41, T43, T45, T47, T51, T52, T53, T68, T69, T70, T71, T72, T73, T76, T77, T80, T92, T93, T94, T101, T105, T109, T113, T118, T119, T120, T122, T134, T135, T148, T149, T150, T151, T152, T153, T156, T157, T158, T159, T160, T172, T173, T178, T184, T185, T186, T192, T193, T198, T199, T200, T201, T206, T207, T208, T210, T222, T223, T231, T233, T246, T247, T259, T260, T261, T274, T275, T276, T278, T282, T283, T285</p> <p><b>Unit 4:</b> T22, T24, T26, T27, T36, T37, T38, T39, T42, T45, T47, T49, T53, T59, T60, T61, T78, T79, T80, T81, T88, T89, T90, T91, T93, T94, T95, T106, T107, T108, T109, T110, T111, T114, T117, T119, T121, T123, T125, T130, T131, T132, T133, T134, T142, T143, T144, T145, T146, T154, T155, T156, T157, T158, T166, T167, T168, T169, T170, T171, T184, T185, T186, T187, T190, T193, T196, T197, T198, T199, T206, T207, T208, T209, T211, T214, T215, T216, T217, T219, T221, T222, T223, T224, T225, T227, T228, T240, T241, T242, T243, T251, T253, T255, T259, T266, T267, T268, T269, T282, T283, T284, T285, T286, T295, T297, T298, T299, T300, T301, T306, T305, T306, T307, T308, T309, T310, T311</p> <p><b>Unit 5:</b> T22, T23, T24, T25, T30, T31, T34, T35, T36, T37, T43, T47, T52, T53, T54, T55, T56, T67, T68, T69, T70, T71, T72, T73, T76, T77, T79, T80, T81, T92, T93, T94, T95, T98, T101, T105, T107, T112, T113, T114, T115, T116, T124, T125, T126, T127, T138, T139, T140, T141, T142, T143, T146, T147, T148, T164, T165, T166, T167, T176, T177, T178, T179, T183, T186, T187, T188, T189, T194, T195, T199, T202, T203, T204, T206, T218, T219, T220, T221, T229, T231, T239, T242, T243, T244, T245, T258, T259, T260, T261, T262, T274, T275, T276, T277, T278, T282, T283</p> <p><b>Unit 6:</b> T22, T23, T24, T25, T34, T35, T36, T37, T43, T47, T49, T51, T54, T55, T56, T57, T58, T66, T67, T68, T69, T70, T72, T82, T83, T84, T85, T98, T99, T100, T101, T104, T107, T109, T111, T113, T115, T120, T121, T122, T123, T124, T134, T135, T136, T137, T138, T148, T149, T150, T151, T152, T153, T154, T157, T158, T159, T160, T161, T162, T164, T176, T177, T178, T179, T180, T184, T190, T191, T192, T193, T194, T199, T200, T201, T202, T203, T208, T209, T210, T211, T216, T217, T218, T219, T220, T222, T234, T235, T236, T237, T243, T245, T253, T255, T257, T259, T260, T261, T263, T274, T275, T276, T277, T292, T293, T294, T295, T296, T299, T302, T303, T304, T305, T306, T309</p> <p><b>Unit 7:</b> T22, T24, T25, T25, T34, T35, T36, T37, T40, T43, T45, T47, T49, T51, T53, T56, T57, T58, T59, T60, T70, T71, T72, T73, T74, T76, T86, T87, T88, T89, T90, T102, T103, T105, T111, T113, T115, T117, T119, T121, T126, T127, T128, T129, T130, T144, T145, T146, T147, T148, T158, T159, T160, T161, T162, T163, T164, T165, T167, T168, T169, T170, T171, T174, T186, T187, T188, T189, T190, T194, T197, T200, T201, T202, T203, T204, T210, T211, T212, T213, T218, T219, T220, T221, T226, T227, T228, T229, T230, T244, T245, T246, T247, T253, T255, T257, T259, T261, T263, T265, T267, T269, T271, T274, T275, T276, T277, T292, T293, T294, T295, T310, T311, T312, T313, T314, T319, T322, T323, T324, T326</p> <p><b>Unit 8:</b> T22, T23, T24, T25, T36, T37, T38, T39, T49, T53, T55, T58, T59, T60, T61, T62, T78, T79, T80, T81, T83, T84, T88, T90, T91, T92, T94, T106, T107, T108, T109, T115, T117, T119, T121, T123, T125, T127, T130, T131, T132, T133, T134, T146, T147, T148, T149, T150, T160, T161, T162, T163, T164, T165, T166, T167, T170, T172, T173, T174, T176, T188, T189, T192, T198, T199, T200, T201, T202, T208, T209, T214, T215, T216, T217, T222, T223, T224, T238, T239, T245, T247, T249, T262, T263, T264, T265, T276, T277, T281, T283, T285, T287, T292, T293, T295, T296, T300, T301</p>

<b>Unit 5: The World of Animals</b>
<b>36. Relate an experience or creative story in a logical sequence. (ELA-4-E3)</b>
<b>Unit 1:</b> T125, T221, T164, T165
<b>Unit 2:</b> T75, T203
<b>Unit 3:</b> T49, T65, T136, T152, T210, T243, T257, T278
<b>Unit 4:</b> T85, T165, T263, T295, T302, T303, T305
<b>Unit 5:</b> T65, T72, T123, T135, T143, T255, T263, T278, T279
<b>Unit 6:</b> T131, T155, T162, T298, T306
<b>Unit 7:</b> T163, T164, T174, T317, T318
<b>Unit 8:</b> T85, T143, T157, T165, T167, T294, T296, T297, T302

<b>English Language Arts</b>
<b>Unit 5: The World of Animals</b>
<b>38. Recite short poems, rhymes, and songs. (ELA-4-E4)</b>
<b>Unit 1:</b> T24, T25, T26, T28, T40, T41, T42, T63, T64, T82, T83, T84, T90, T92, T94, T108, T125, T130, T146, T160, T163, T165, T188, T200, T201, T202, T213, T214, T224, T234, T251, T252, T282, T301, T320, T324, T326
<b>Unit 2:</b> T22, T36, T53, T54, T65, T66, T76, T78, T92, T94, T112, T114, T126, T127, T128, T140, T148, T162, T164, T174, T185, T186, T197, T198, T204, T206, T246, T262, T264, T280
<b>Unit 3:</b> T26, T148, T156, T172, T184, T192, T199, T282
<b>Unit 4:</b> T22, T25, T36, T58, T80, T88, T90, T108, T143, T167, T168, T196, T206, T208, T214, T224, T240, T242, T266
<b>Unit 5:</b> T36, T54, T70, T78, T112, T114, T124, T166, T186, T202, T282
<b>Unit 6:</b> T34, T68, T98, T157, T192, T215, T216, T218
<b>Unit 7:</b> T22, T36, T56, T72, T85, T126, T200, T226, T244, T291, T331
<b>Unit 8:</b> T36, T38, T78, T146, T198, T214, T222, T276, T300

<b>English Language Arts</b>
<b>Unit 5: The World of Animals</b>
<b>39. Listen to and recite short poems and stories for an audience. (ELA-4-E5)</b>
<b>Unit 1:</b> T43, T87, T297
<b>Unit 2:</b> T76, T262, T286
<b>Unit 3:</b> T52, T184, T211
<b>Unit 4:</b> T142, T306
<b>Unit 7:</b> T174, T232, T329
<b>Unit 8:</b> T88

<b>English Language Arts</b>
<b>Unit 5: The World of Animals</b>

**41. Participate in designated roles within classroom activities, such as line reader, teacher helper, and calendar helper. (ELA-4-E7)**

**Unit 1:** T24, T41, T43, T46, T49, T51, T53, T55, T57, T62, T63, T65, T66, T69, T71, T75, T77, T79, T82, T83, T84, T85, T87, T90, T91, T92, T93, T94, T95, T109, T111, T114, T117, T123, T128, T129, T130, T131, T132, T133, T134, T137, T139, T144, T150, T153, T158, T160, T161, T162, T168, T169, T170, T171, T174, T175, T186, T197, T188, T189, T191, T201, T202, T203, T205, T212, T213, T214, T215, T216, T217, T222, T223, T224, T225, T226, T227, T232, T233, T234, T235, T237, T238, T250, T251, T252, T253, T254, T255, T261, T263, T265, T267, T269, T271, T278, T279, T280, T281, T282, T283, T284, T287, T289, T291, T296, T297, T298, T299, T300, T301, T302, T305, T307, T314, T315, T316, T317, T318, T320, T324, T325, T326, T327, T329, T331

**Unit 2:** T22, T23, T24, T25, T34, T35, T36, T37, T43, T45, T52, T54, T55, T56, T64, T65, T66, T67, T76, T77, T78, T92, T93, T94, T95, T98, T101, T103, T107, T112, T113, T114, T115, T126, T127, T128, T129, T138, T139, T140, T141, T146, T147, T148, T150, T151, T162, T163, T164, T165, T175, T176, T177, T184, T185, T186, T187, T190, T196, T197, T198, T199, T204, T205, T206, T207, T208, T220, T221, T222, T223, T229, T231, T233, T235, T239, T241, T246, T247, T248, T249, T262, T263, T264, T265, T275, T278, T280, T281, T283, T286, T287, T288, T289, T291

**Unit 3:** T22, T23, T25, T34, T35, T41, T43, T45, T47, T51, T52, T53, T68, T69, T70, T71, T72, T73, T76, T77, T80, T92, T93, T94, T101, T105, T109, T113, T118, T119, T120, T122, T134, T135, T148, T149, T150, T151, T152, T153, T156, T157, T158, T159, T160, T172, T173, T178, T184, T185, T186, T192, T193, T198, T199, T200, T201, T206, T207, T208, T210, T222, T223, T231, T233, T246, T247, T259, T260, T261, T274, T275, T276, T278, T282, T283, T285

**Unit 4:** T22, T24, T26, T27, T36, T37, T38, T39, T42, T45, T47, T49, T53, T59, T60, T61, T78, T79, T80, T81, T88, T89, T90, T91, T93, T94, T95, T106, T107, T108, T109, T110, T111, T114, T117, T119, T121, T123, T125, T130, T131, T132, T133, T134, T142, T143, T144, T145, T146, T154, T155, T156, T157, T158, T166, T167, T168, T169, T170, T171, T184, T185, T186, T187, T190, T193, T196, T197, T198, T199, T206, T207, T208, T209, T211, T214, T215, T216, T217, T219, T221, T222, T223, T224, T225, T227, T228, T240, T241, T242, T243, T251, T253, T255, T259, T266, T267, T268, T269, T282, T283, T284, T285, T286, T295, T297, T298, T299, T300, T301, T306, T305, T306, T307, T308, T309, T310, T311

**Unit 5:** T22, T23, T24, T25, T30, T31, T34, T35, T36, T37, T43, T47, T52, T53, T54, T55, T56, T67, T68, T69, T70, T71, T72, T73, T76, T77, T79, T80, T81, T92, T93, T94, T95, T98, T101, T105, T107, T112, T113, T114, T115, T116, T124, T125, T126, T127, T138, T139, T140, T141, T142, T143, T146, T147, T148, T164, T165, T166, T167, T176, T177, T178, T179, T183, T186, T187, T188, T189, T194, T195, T199, T202, T203, T204, T206, T218, T219, T220, T221, T229, T231, T239, T242, T243, T244, T245, T258, T259, T260, T261, T262, T274, T275, T276, T277, T278, T282, T283

**Unit 6:** T22, T23, T24, T25, T34, T35, T36, T37, T43, T47, T49, T51, T54, T55, T56, T57, T58, T66, T67, T68, T69, T70, T72, T82, T83, T84, T85, T98, T99, T100, T101, T104, T107, T109, T111, T113, T115, T120, T121, T122, T123, T124, T134, T135, T136, T137, T138, T148, T149, T150, T151, T152, T153, T154, T157, T158, T159, T160, T161, T162, T164, T176, T177, T178, T179, T180, T184, T190, T191, T192, T193, T194, T199, T200, T201, T202, T203, T208, T209, T210, T211, T216, T217, T218, T219, T220, T222, T234, T235, T236, T237, T243, T245, T253, T255, T257, T259, T260, T261, T263, T274, T275, T276, T277, T292, T293, T294, T295, T296, T299, T302, T303, T304, T305, T306, T309

**Unit 7:** T22, T24, T25, T25, T34, T35, T36, T37, T40, T43, T45, T47, T49, T51, T53, T56, T57, T58, T59, T60, T70, T71, T72, T73, T74, T76, T86, T87, T88, T89, T90, T102, T103, T105, T111, T113, T115, T117, T119, T121, T126, T127, T128, T129, T130, T144, T145, T146, T147, T148, T158, T159, T160, T161, T162, T163, T164, T165, T167, T168, T169, T170, T171, T174, T186, T187, T188, T189, T190, T194, T197, T200, T201, T202, T203, T204, T210, T211, T212, T213, T218, T219, T220, T221, T226, T227, T228, T229, T230, T244, T245, T246, T247, T253, T255, T257, T259, T261, T263, T265, T267, T269, T271, T274, T275, T276, T277, T292, T293, T294, T295, T310, T311, T312, T313, T314, T319, T322, T323, T324, T326

**Unit 8:** T22, T23, T24, T25, T36, T37, T38, T39, T49, T53, T55, T58, T59, T60, T61, T62, T78, T79, T80, T81, T83, T84, T88, T90, T91, T92, T94, T106, T107, T108, T109, T115, T117, T119, T121, T123, T125, T127, T130, T131, T132, T133, T134, T146, T147, T148, T149, T150, T160, T161, T162, T163, T164, T165, T166, T167, T170, T172, T173, T174, T176, T188, T189, T192, T198, T199, T200, T201, T202, T208, T209, T214, T215, T216, T217, T222, T223, T224, T238, T239, T245, T247, T249, T262, T263, T264, T265, T276, T277, T281, T283, T285, T287, T292, T293, T295, T296, T300, T301

**English Language Arts**

**Unit 5: The World of Animals**

**42. Use a computer mouse to navigate the screen. (ELA-5-E1)**

<b>Unit 2:</b> T172, T244
<b>Unit 4:</b> T34, T128, T172, T194

<b>English Language Arts</b>
<b>Unit 5: The World of Animals</b>
<b>43. Identify that a computer has a keyboard to enter information. (ELA-5-E1)</b>
<b>Unit 2:</b> T172, T244
<b>Unit 4:</b> T34, T128, T172, T194

<b>English Language Arts</b>
<b>Unit 5: The World of Animals</b>
<b>44. Use technology to produce class work. (ELA-5-E4)</b>
<b>Unit 2:</b> T172, T244
<b>Unit 4:</b> T34, T128, T172, T194

## **Unit 6: The Author's Chair**

<b>English Language Arts</b>
<b>Unit 6: The Author's Chair</b>
<b>7a. Demonstrate understanding of book and print concepts by doing the following: Locating front and back covers, title page, and inside pages of a book. (ELA-1-E2)</b>
<b>Unit 1:</b> T237
<b>Unit 6:</b> T31, T40
<b>Unit 7:</b> T31, T296
<b>Unit 8:</b> T33

<b>English Language Arts</b>
<b>Unit 6: The Author's Chair</b>
<b>7b. Demonstrate understanding of book and print concepts by doing the following: Identifying periods, question marks, and exclamation marks and demonstrating knowledge that they are used at the end of a sentence. (ELA-1-E2)</b>
<b>Unit 1:</b> T329
<b>Unit 2:</b> T33, T51, T63, T137, T153, T173, T183, T195, T231, T241, T245, T250, T277, T293
<b>Unit 3:</b> T103, T113, T159, T163, T206, T213, T233, T237, T239, T285, T289
<b>Unit 4:</b> T47, T53, T117, T123, T125, T227, T251, T255, T311
<b>Unit 5:</b> T83, T101, T105, T107, T229
<b>Unit 6:</b> T89, T189, T167, T199, T207, T259, T291, T311
<b>Unit 7:</b> T186, T190, T267
<b>Unit 8:</b> T117, T223, T224, T261

<b>English Language Arts</b>
<b>Unit 6: The Author's Chair</b>
<b>7c. Demonstrate understanding of book and print concepts by doing the following: Isolating individual words in print. (ELA-1-E2)</b>

<b>Unit 1:</b> T89
<b>Unit 2:</b> T23, T35, T52, T64, T75, T93, T98, T113, T127, T139, T147
<b>Unit 3:</b> T22, T76, T118, T222, T246
<b>Unit 4:</b> T154, T184, T214, T222, T266
<b>Unit 5:</b> T124, T202, T282
<b>Unit 6:</b> T66, T148, T200
<b>Unit 7:</b> T86, T126, T210, T230, T310
<b>Unit 8:</b> T24, T58, T80, T81, T109, T149, T173, T189, T216, T223, T263, T277, T293, T300

<b>English Language Arts</b>
<b>Unit 6: The Author’s Chair</b>
<b>8. Identify basic story elements, including simple plot sequences, setting, and simple character descriptions, in a favorite story using pictures and/or oral responses. (ELA-1-E4)</b>
<b>Unit 1:</b> T87, T97, T125, T150, T164, T261, T275, T295, T313, T320
<b>Unit 2:</b> T142, T282
<b>Unit 3:</b> T49, T54, T73, T152, T160, T229, T243, T251, T253, T255, T265, T267, T269, T271, T278
<b>Unit 4:</b> T51, T82, T83, T263, T279, T295, T297
<b>Unit 5:</b> T45, T59, T61, T63, T65, T72, T73, T135, T237, T255, T278
<b>Unit 6:</b> T298
<b>Unit 7:</b> T30, T163, T164, T174, T281, T283, T289, T299, T307, T316, T317, T318, T319
<b>Unit 8:</b> T82, T84, T85, T143, T165, T166, T167, T179, T294

<b>English Language Arts</b>
<b>Unit 6: The Author’s Chair</b>
<b>9. Orally retell ideas and important facts in grade-appropriate texts read aloud by the teacher or read by the individual student. (ELA-1-E5)</b>
<b>Unit 1:</b> T87, T155, T164, T237, T320, T321
<b>Unit 2:</b> T135, T142, T207, T283
<b>Unit 3:</b> T54, T80, T136, T159, T191, T210, T271
<b>Unit 4:</b> T83, T85, T227, T302, T303, T311
<b>Unit 5:</b> T49, T65, T72, T135, T142, T151, T197, T255, T263, T278, T279
<b>Unit 6:</b> T155, T162, T298, T306
<b>Unit 7:</b> T163, T174, T190, T316, T318, T319, T326
<b>Unit 8:</b> T82, T84, T85, T164, T165, T166, T167, T294, T295, T296, T297

<b>English Language Arts</b>
<b>Unit 6: The Author’s Chair</b>
<b>10. Answer questions about the important characters, setting, and events of a story. (ELA-1-E5)</b>
<b>Unit 1:</b> T36, T59, T71, T73, T79, T89, T119, T125, T137, T139, T141, T153, T155, T197, T209, T255, T267, T271, T273, T275, T283, T287, T289, T293, T305, T307, T309, T311, T319
<b>Unit 2:</b> T29, T47, T49, T59, T61, T71, T73, T79, T80, T105, T107, T109, T116, T119, T121, T123, T133, T135, T142, T171, T181, T183, T190, T193, T226, T229, T241, T243, T253, T257, T259, T266, T273, T275, T282
<b>Unit 3:</b> T29, T41, T49, T57, T59, T61, T63, T65, T72, T107, T111, T115, T125, T127, T129, T131, T136, T139, T141, T143, T145, T152, T159, T160, T181, T186, T189, T209, T229, T231, T237, T239, T243, T251, T253, T255, T257, T265, T266, T267, T269, T271, T278, T281, T286
<b>Unit 4:</b> T31, T51, T55, T65, T67, T69, T71, T73, T75, T82, T83, T93, T117, T123, T127, T137, T139, T149, T151, T161, T163, T193, T203, T246, T257, T261, T263, T273, T275, T277, T279, T289, T291, T293, T295, T302
<b>Unit 5:</b> T29, T49, T59, T61, T63, T65, T72, T73, T103, T109, T119, T121, T131, T133, T135, T142, T173, T180, T183, T235, T237, T239, T249, T251, T253, T255, T264, T267, T269, T271, T278
<b>Unit 6:</b> T30, T51, T61, T63, T70, T75, T77, T79, T117, T127, T131, T141, T143, T145, T180, T194, T257, T267, T269, T271, T281, T283, T287, T289, T298
<b>Unit 7:</b> T30, T39, T53, T63, T65, T67, T79, T81, T83, T123, T133, T135, T137, T139, T141, T151, T153, T155, T162, T164, T197, T204, T230, T257, T271, T281, T283, T285, T287, T289, T299, T301, T303, T305, T307, T316, T318
<b>Unit 8:</b> T31, T41, T45, T55, T65, T67, T69, T71, T73, T75, T127, T137, T139, T141, T143, T153, T155, T157, T195, T205, T224, T269, T271, T273, T289, T294, T302

<b>English Language Arts</b>
<b>Unit 6: The Author’s Chair</b>
<b>11. Describe the connections between life experiences and texts. (ELA-1-E6)</b>
<b>Unit 1:</b> T36, T141, T155, T157, T173, T211, T231, T241, T271, T313
<b>Unit 2:</b> T33, T51, T63, T75, T83, T97, T111, T125, T137, T145, T149, T153, T173, T183, T195, T203, T211, T245, T261, T277, T285
<b>Unit 3:</b> T153, T181, T183, T186, T189, T191, T278, T286
<b>Unit 4:</b> T41, T75, T89, T129, T139, T227, T245, T311
<b>Unit 5:</b> T33, T51, T67, T75, T83, T175, T185, T241, T257, T263, T273, T281, T289
<b>Unit 6:</b> T53, T63, T65, T70, T75, T81, T89, T117, T119, T129, T145, T147, T157, T167, T187, T189, T197, T199, T311
<b>Unit 7:</b> T39, T67, T83, T141, T143, T207
<b>Unit 8:</b> T31, T47, T195, T213, T221, T229, T259

<b>English Language Arts</b>
<b>Unit 6: The Author’s Chair</b>
<b>12. Respond to stories, legends, songs, and other literature from diverse cultural and ethnic groups by participating in activities such as answering questions, role-playing, and drawing. (ELA-6-E1)</b>
<b>Unit 1:</b> T87, T301, T305  <b>Unit 2:</b> T265, T275, T281, T288  <b>Unit 3:</b> T52, T211  <b>Unit 4:</b> T75, T231  <b>Unit 5:</b> T142, T209, T239, T278  <b>Unit 6:</b> T299  <b>Unit 7:</b> T162, T174, T316  <b>Unit 8:</b> T229

<b>English Language Arts</b>
<b>Unit 6: The Author’s Chair</b>
<b>13. Identify whether the type of text read aloud is a true story, a fictional story, a song, or a poem. (ELA-6-E2)</b>
<b>Unit 2:</b> T107, T109, T116, T130, T253, T255, T257, T259, T269, T271, T273  <b>Unit 4:</b> T273, T275, T277, T289, T291, T293  <b>Unit 5:</b> T241, T257, T273, T281, T289  <b>Unit 7:</b> T271  <b>Unit 8:</b> T195

<b>English Language Arts</b>
<b>Unit 6: The Author’s Chair</b>
<b>14a. Demonstrate understanding of information in texts read aloud using a variety of strategies, including: Making predictions using prior knowledge and pictures. (ELA-7-E1)</b>
<b>Unit 1:</b> T46, T97, T127, T143, T157, T167, T231  <b>Unit 2:</b> T33, T51, T63, T75, T83, T98, T168, T195, T203, T211, T282  <b>Unit 3:</b> T31, T38, T98, T197, T205, T213, T226  <b>Unit 4:</b> T42, T190, T246  <b>Unit 5:</b> T40, T51, T111, T123, T150, T193, T201, T224  <b>Unit 6:</b> T40, T104, T184, T240  <b>Unit 7:</b> T26, T40, T108, T194, T250  <b>Unit 8:</b> T26, T42, T112, T192, T242

<b>English Language Arts</b>
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<b>Unit 6: The Author’s Chair</b>
<b>14b. Demonstrate understanding of information in texts read aloud using a variety of strategies, including: Using at least five pictures to sequence the events of a story. (ELA-7-E1)</b>
<b>Unit 1:</b> T165, T321
<b>Unit 2:</b> T282, T283
<b>Unit 3:</b> T72, T73, T152, T210
<b>Unit 5:</b> T72, T143
<b>Unit 6:</b> T298
<b>Unit 7:</b> T164, T165
<b>Unit 8:</b> T84, T85

<b>English Language Arts</b>
<b>Unit 6: The Author’s Chair</b>
<b>14c. Demonstrate understanding of information in texts read aloud using a variety of strategies, including: Drawing conclusions from text. (ELA-7-E1)</b>
<b>Unit 2:</b> T119, T121, T123, T131, T133, T135
<b>Unit 3:</b> T125, T127, T129, T131, T139, T141, T143, T145
<b>Unit 5:</b> T249, T251, T253, T267, T269
<b>Unit 6:</b> T127, T129, T131, T141, T143, T145, T267, T269, T281, T283, T285, T287, T289

<b>English Language Arts</b>
<b>Unit 6: The Author’s Chair</b>
<b>14d. Demonstrate understanding of information in texts read aloud using a variety of strategies, including: Using pictures to resolve questions. (ELA-7-E1)</b>
<b>Unit 1:</b> T52, T53, T54, T56, T58, T65, T68, T70, T74, T76, T78, T119, T121, T137, T153, T165, T229, T273, T289, T293, T305, T321
<b>Unit 2:</b> T47, T59, T61, T71, T73, T98, T105, T107, T133, T181, T241, T282, T283
<b>Unit 3:</b> T57, T72, T73, T107, T152, T210, T235, T237, T239
<b>Unit 4:</b> T65, T67, T69, T71, T73, T75, T87, T93, T123, T257, T261
<b>Unit 5:</b> T72, T103, T142, T191, T199
<b>Unit 6:</b> T140, T141, T142, T143, T144, T145, T213, T289
<b>Unit 7:</b> T81, T123, T154, T155, T165
<b>Unit 8:</b> T84, T85



<b>English Language Arts</b>
<b>Unit 6: The Author’s Chair</b>
<b>16. Describe the role of an author and an illustrator. (ELA-7-E3)</b>
<b>Unit 1:</b> T283  <b>Unit 2:</b> T178, T262  <b>Unit 3:</b> T122, T136, T209  <b>Unit 4:</b> T42, T114, T134, T146, T158, T190, T200, T270  <b>Unit 5:</b> T56, T116, T264  <b>Unit 6:</b> T148, T184, T194  <b>Unit 7:</b> T31, T60, T70, T76, T148, T194, T200, T204  <b>Unit 8:</b> T78, T134, T150, T192, T202

<b>English Language Arts</b>
<b>Unit 6: The Author’s Chair</b>
<b>17. Identify different emotions and feelings of authors by participating in activities such as role-playing, illustrating, and answering questions. (ELA-7-E3)</b>
<b>Unit 1:</b> T36, T50, T59, T125, T141, T155, T197, T275, T293, T311  <b>Unit 2:</b> T49, T59, T61, T71, T73, T105, T107, T109, T121, T171, T181, T193, T229, T241, T251, T253, T259, T273, T275  <b>Unit 3:</b> T29, T41, T49, T57, T59, T61, T63, T65, T115, T127, T129, T131, T139, T141, T143, T145, T181, T189, T229, T235, T239, T243, T251, T253, T255, T257, T265, T267, T269, T271  <b>Unit 4:</b> T31, T51, T55, T65, T69, T73, T75, T123, T127, T137, T149, T163, T193, T203, T257, T261, T263, T273, T275, T277  <b>Unit 5:</b> T45, T49, T65, T103, T109, T119, T121, T133, T135, T173, T235, T237, T239, T249, T251, T253, T255, T267, T269, T271  <b>Unit 6:</b> T30, T51, T61, T63, T75, T77, T79, T117, T127, T129, T131, T141, T143, T145, T187, T257, T267, T269, T271, T281, T283, T285, T287, T289  <b>Unit 7:</b> T30, T53, T67, T79, T81, T83, T123, T133, T135, T137, T139, T141, T151, T153, T155, T197, T207, T287, T289, T299, T303, T305, T307  <b>Unit 8:</b> T31, T55, T127, T143, T157, T195, T205, T259, T269, T271, T289

<b>English Language Arts</b>
<b>Unit 6: The Author's Chair</b>
<b>19. Write using developmental/inventive spelling, supported by drawing or dictation to the teacher to express ideas. (ELA-2-E1)</b>
<b>Unit 1:</b> T39, T61, T174, T221, T238, T295
<b>Unit 2:</b> T51, T253, T257, T259, T269, T271
<b>Unit 3:</b> T51, T75
<b>Unit 4:</b> T25, T114, T149, T151, T161, T173
<b>Unit 5:</b> T30, T61, T119, T239
<b>Unit 6:</b> T65, T147, T207, T222, T291, T299
<b>Unit 7:</b> T63

<b>English Language Arts</b>
<b>Unit 6: The Author's Chair</b>
<b>20. Create compositions by participating in shared writing activities. (ELA-2-E1)</b>
<b>Unit 1:</b> T36, T45, T59, T79, T95, T143, T157, T175, T197, T219, T229, T313
<b>Unit 2:</b> T51, T80, T109, T123, T142, T189, T193, T195, T203, T209, T243, T275, T282, T291
<b>Unit 3:</b> T29, T81, T97, T117, T131, T160, T161, T181, T183, T245, T287
<b>Unit 4:</b> T85, T151, T153, T172, T193, T203, T211, T219, T245, T297, T305, T312, T313
<b>Unit 5:</b> T33, T49, T135, T152, T183, T191, T199, T206, T239
<b>Unit 6:</b> T63, T79, T133, T147, T155, T164, T165, T189, T222, T259, T308
<b>Unit 7:</b> T63, T85, T174, T199, T207, T215, T233, T273, T307, T318, T321, T328, T329
<b>Unit 8:</b> T31, T35, T127, T143, T157, T165, T176, T177, T197, T226, T227, T261, T275, T294, T296

<b>English Language Arts</b>
<b>Unit 6: The Author's Chair</b>
<b>22. Create simple text using prior knowledge by drawing, dictating to the teacher, and/or writing using developmental/inventive spelling. (ELA-2-E3)</b>
<b>Unit 1:</b> T39, T61, T174, T221, T238, T295
<b>Unit 2:</b> T51, T253, T257, T259, T269, T271
<b>Unit 3:</b> T51, T75
<b>Unit 4:</b> T25, T114, T149, T151, T161, T173
<b>Unit 5:</b> T30, T61, T119, T239
<b>Unit 6:</b> T65, T147, T207, T222, T291, T299
<b>Unit 7:</b> T63

<b>Unit 6: The Author’s Chair</b>
<b>23. Use classroom resources (e.g., word walls, pictures dictionaries, teachers, peers) to support a writing process. (ELA-2-E3)</b>
<b>Unit 1:</b> T109, T131, T147, T161, T189, T203, T215, T225, T253, T281, T299, T317
<b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T164, T176, T177, T186, T198, T222, T248
<b>Unit 3:</b> T277
<b>Unit 4:</b> T27, T35, T57, T77, T81, T87, T94, T97, T129, T133, T141, T145, T153, T165, T169, T175, T187, T199, T209, T217, T225, T243, T269, T285, T301
<b>Unit 5:</b> T37, T71, T79, T95, T127, T155, T179, T209, T221, T261, T289
<b>Unit 6:</b> T25, T69, T86, T89, T101, T123, T161, T164, T167, T193, T219, T225, T237, T295, T311
<b>Unit 7:</b> T25, T37, T57, T71, T73, T93, T105, T129, T171, T177, T203, T213, T229, T235, T292, T309, T331
<b>Unit 8:</b> T92, T77, T94, T97, T179, T229, T264, T277, T307

<b>English Language Arts</b>
<b>Unit 6: The Author’s Chair</b>
<b>24. Actively discuss ideas and select a focus for group stories. (ELA-2-E3)</b>
<b>Unit 1:</b> T36, T45, T59, T79, T95, T143, T157, T175, T197, T219, T229, T313
<b>Unit 2:</b> T51, T80, T109, T123, T142, T189, T193, T195, T203, T209, T243, T275, T282, T291
<b>Unit 3:</b> T29, T81, T97, T117, T131, T160, T161, T181, T183, T245, T287
<b>Unit 4:</b> T85, T151, T153, T172, T193, T203, T211, T219, T245, T297, T305, T312, T313
<b>Unit 5:</b> T33, T49, T135, T152, T183, T191, T199, T206, T239
<b>Unit 6:</b> T63, T79, T133, T147, T155, T164, T165, T189, T222, T259, T308
<b>Unit 7:</b> T63, T85, T174, T199, T207, T215, T233, T273, T307, T318, T321, T328, T329
<b>Unit 8:</b> T31, T35, T127, T143, T157, T165, T176, T177, T197, T226, T227, T261, T275, T294, T296

<b>English Language Arts</b>
<b>Unit 6: The Author’s Chair</b>
<b>27. Use developmental/inventive spelling, supported by pictures, to represent a word or idea or to respond to a life experience or a text read aloud. (ELA-2-E6)</b>
<b>Unit 1:</b> T93, T111, T173, T205, T226, T227, T236, T254, T301, T305, T328
<b>Unit 2:</b> T37, T67, T76, T79, T95, T115, T129, T141, T149, T187, T198, T207, T223, T248, T265, T281, T288-T289
<b>Unit 3:</b> T79, T137, T208, T282, T284
<b>Unit 4:</b> T93, T171, T214, T227, T298, T310
<b>Unit 5:</b> T151, T167, T188, T196, T263, T284
<b>Unit 6:</b> T70, T162, T180, T220, T296, T306
<b>Unit 7:</b> T74, T172, T190, T230, T314, T326
<b>Unit 8:</b> T92, T174, T203, T224, T302

<b>English Language Arts</b>
<b>Unit 6: The Author's Chair</b>
<b>28. Demonstrate an understanding of letter placement in text by writing letters and words from left to right and top to bottom on a page. (ELA-3-E1)</b>
<b>Unit 1:</b> T108, T109, T130, T131, T147, T161, T189, T203, T215, T225, T226, T234, T238, T253, T278, T281, T299, T317
<b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T150, T164, T176, T177, T186, T198, T222, T248, T265, T281, T288, T291
<b>Unit 3:</b> T213, T223, T277, T289
<b>Unit 4:</b> T27, T35, T57, T61, T77, T81, T87, T91, T94, T97, T111, T129, T133, T141, T145, T153, T157, T165, T169, T175, T187, T199, T209, T217, T225, T228, T243, T269, T285, T301, T309, T313
<b>Unit 5:</b> T37, T71, T79, T83, T95, T127, T142, T143, T155, T179, T206, T209, T221, T261, T289
<b>Unit 6:</b> T25, T37, T69, T86, T89, T101, T123, T137, T161, T164, T167, T193, T203, T219, T225, T237, T263, T295, T299, T311
<b>Unit 7:</b> T25, T37, T73, T93, T105, T129, T171, T177, T203, T213, T217, T229, T235, T331
<b>Unit 8:</b> T97, T179, T224, T229, T305, T307

<b>English Language Arts</b>
<b>Unit 6: The Author's Chair</b>
<b>29. Print all uppercase and lowercase letters. (ELA-3-E1)</b>
<b>Unit 1:</b> T108, T109, T130, T131, T147, T161, T189, T203, T215, T225, T226, T234, T238, T253, T278, T281, T299, T317
<b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T150, T164, T176, T177, T186, T198, T222, T248, T265, T281, T288, T291
<b>Unit 3:</b> T213, T223, T277, T289
<b>Unit 4:</b> T27, T35, T57, T61, T77, T81, T87, T91, T94, T97, T111, T129, T133, T141, T145, T153, T157, T165, T169, T175, T187, T199, T209, T217, T225, T228, T243, T269, T285, T301, T309, T313
<b>Unit 5:</b> T37, T71, T79, T83, T95, T127, T142, T143, T155, T179, T206, T209, T221, T261, T289
<b>Unit 6:</b> T25, T37, T69, T86, T89, T101, T123, T137, T161, T164, T167, T193, T203, T219, T225, T237, T263, T295, T299, T311
<b>Unit 7:</b> T25, T37, T73, T93, T105, T129, T171, T177, T203, T213, T217, T229, T235, T331
<b>Unit 8:</b> T97, T179, T224, T229, T305, T307

<b>English Language Arts</b>
<b>Unit 6: The Author’s Chair</b>
<b>30. Print letters and words with proper figure grounding on a line and with appropriate spaces between words. (ELA-3-E1)</b>
<b>Unit 1:</b> T108, T109, T130, T131, T147, T161, T189, T203, T215, T225, T226, T234, T238, T253, T278, T281, T299, T317
<b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T150, T164, T176, T177, T186, T198, T222, T248, T265, T281, T288, T291
<b>Unit 3:</b> T213, T223, T277, T289
<b>Unit 4:</b> T27, T35, T57, T61, T77, T81, T87, T91, T94, T97, T111, T129, T133, T141, T145, T153, T157, T165, T169, T175, T187, T199, T209, T217, T225, T228, T243, T269, T285, T301, T309, T313
<b>Unit 5:</b> T37, T71, T79, T83, T95, T127, T142, T143, T155, T179, T206, T209, T221, T261, T289
<b>Unit 6:</b> T25, T37, T69, T86, T89, T101, T123, T137, T161, T164, T167, T193, T203, T219, T225, T237, T263, T295, T299, T311
<b>Unit 7:</b> T25, T37, T73, T93, T105, T129, T171, T177, T203, T213, T217, T229, T235, T331
<b>Unit 8:</b> T97, T179, T224, T229, T305, T307

<b>English Language Arts</b>
<b>Unit 6: The Author’s Chair</b>
<b>31. Identify and use uppercase letters at the beginning of own first and last names. (ELA-3-E2)</b>
<b>Unit 1:</b> T24, T40, T53, T82
<b>Unit 2:</b> T53, T279, T287
<b>Unit 4:</b> T58
<b>Unit 5:</b> T70
<b>Unit 6:</b> T53

<b>English Language Arts</b>
<b>Unit 6: The Author’s Chair</b>
<b>32. Write simple stories or life experiences using developmental/inventive spelling that shows knowledge of letter/sound correspondences. (ELA-3-E5)</b>
<b>Unit 1:</b> T39, T61, T174, T221, T238, T295
<b>Unit 2:</b> T51, T253, T257, T259, T269, T271
<b>Unit 3:</b> T51, T75
<b>Unit 4:</b> T25, T114, T149, T151, T161, T173
<b>Unit 5:</b> T30, T61, T119, T239
<b>Unit 6:</b> T65, T147, T207, T222, T291, T299
<b>Unit 7:</b> T63

<b>English Language Arts</b>
<b>Unit 6: The Author’s Chair</b>
<b>33. Initiate and sustain normal conversation on a specific topic with the teacher. (ELA-4-E1)</b>
<p><b>Unit 1:</b> T30, T36, T37, T45, T46, T53, T71, T73, T79, T89, T94, T113, T114, T119, T121, T137, T139, T141, T153, T155, T174, T231</p> <p><b>Unit 2:</b> T25, T26, T29, T39, T40, T47, T51, T55, T56, T67, T68, T81, T98, T111, T116, T125, T130, T137, T143, T145, T151, T153, T167, T168, T173, T183, T187, T189, T190, T195, T201, T203, T208, T211, T223, T225, T245, T250, T261, T277, T285, T293</p> <p><b>Unit 3:</b> T29, T49, T115, T143, T211, T226, T243, T257, T281, T287</p> <p>Unit 4: T95, T172, T173, T189, T193, T203, T213, T219, T221, T228, T257, T263, T265, T271, T295, T303, T312</p> <p><b>Unit 5:</b> T26, T29, T31, T39, T40, T49, T55, T56, T59, T66, T73, T80, T97, T103, T109, T115, T116, T119, T121, T131, T133, T135, T145, T199</p> <p><b>Unit 6:</b> T30, T31, T39, T40, T63, T75, T77, T79, T81, T103, T104, T117, T138, T154, T155, T183, T197, T205, T213, T239, T240, T301, T308</p> <p><b>Unit 7:</b> T26, T30, T31, T40, T67, T76, T81, T83, T85, T107, T108, T133, T137, T139, T141, T193, T215, T223, T235, T250, T271, T321</p> <p><b>Unit 8:</b> T26, T31, T33, T41, T42, T45, T47, T51, T55, T65, T67, T69, T71, T73, T75, T87, T111, T112, T169, T191, T211, T219, T242, T273, T289</p>

<b>English Language Arts</b>
<b>Unit 6: The Author’s Chair</b>
<b>34. Express feelings, needs, and ideas in complete sentences. (ELA-4-E1)</b>
<p><b>Unit 1:</b> T41, T63, T83, T91, T113, T145, T158, T159, T169, T205, T206, T223, T233, T258, T284, T296, T329</p> <p><b>Unit 2:</b> T23, T34, T35, T77, T93, T116, T139, T147</p> <p><b>Unit 3:</b> T38, T76, T157, T184, T203, T208, T222, T284</p> <p><b>Unit 4:</b> T93, T306</p> <p><b>Unit 5:</b> T40, T56, T98, T128, T140, T141, T148, T151, T176, T195, T202, T209, T246, T262, T276, T277, T285</p> <p><b>Unit 6:</b> T234, T260</p> <p><b>Unit 7:</b> T86, T172, T190, T230, T296, T326</p> <p><b>Unit 8:</b> T22, T25, T39, T61, T91, T92, T174, T189, T200, T209, T216, T223, T224, T239, T263, T277, T293, T301, T302</p>

<b>English Language Arts</b>
<b>Unit 6: The Author’s Chair</b>
<b>36. Relate an experience or creative story in a logical sequence. (ELA-4-E3)</b>
<b>Unit 1:</b> T125, T221, T164, T165  <b>Unit 2:</b> T75, T203  <b>Unit 3:</b> T49, T65, T136, T152, T210, T243, T257, T278  <b>Unit 4:</b> T85, T165, T263, T295, T302, T303, T305  <b>Unit 5:</b> T65, T72, T123, T135, T143, T255, T263, T278, T279  <b>Unit 6:</b> T131, T155, T162, T298, T306  <b>Unit 7:</b> T163, T164, T174, T317, T318  <b>Unit 8:</b> T85, T143, T157, T165, T167, T294, T296, T297, T302

<b>English Language Arts</b>
<b>Unit 6: The Author’s Chair</b>
<b>37. Describe people, places, things (e.g., size, color, shape), locations, and actions from a story read aloud. (ELA-4-E3)</b>
<b>Unit 1:</b> T28, T30, T36, T39, T45, T53, T61, T81, T89, T97, T106, T110, T113, T128, T132, T148, T157, T162, T174, T190, T193, T194, T199, T204, T211, T212, T219, T221, T227, T229, T231, T241, T257, T302, T330  <b>Unit 2:</b> T25, T26, T29, T39, T40, T47, T51, T56, T67, T68, T81, T98, T111, T116, T125, T130, T137, T143, T145, T153, T167, T168, T173, T183, T187, T189, T190, T195, T201, T203, T208, T211, T223, T225, T245, T250, T261, T277, T285, T293  <b>Unit 3:</b> T26, T29, T31, T33, T37, T38, T98, T117, T122, T136, T147, T155, T160, T177, T178, T183, T186, T191, T195, T197, T203, T205, T213, T226, T245, T248, T259, T262, T273, T278, T279, T281, T287  <b>Unit 4:</b> T28, T33, T41, T55, T134, T141, T146, T153, T158, T165, T172, T175, T189, T211, T219, T228, T265, T281, T297, T305  <b>Unit 5:</b> T26, T31, T39, T40, T56, T80, T83, T97, T115, T116, T119, T169, T170, T191, T199, T224, T241, T246, T257, T273, T289  <b>Unit 6:</b> T31, T33, T39, T53, T65, T104, T119, T133, T138, T154, T164, T183, T197, T205, T213, T239, T240, T291, T299, T301, T308  <b>Unit 7:</b> T26, T31, T40, T55, T67, T76, T93, T107, T108, T125, T143, T157, T193, T204, T207, T215, T223, T250, T321  <b>Unit 8:</b> T26, T33, T41, T42, T45, T47, T51, T65, T67, T69, T71, T73, T75, T111, T112, T150, T191, T202, T211, T219, T242, T295

<b>English Language Arts</b>
<b>Unit 6: The Author’s Chair</b>
<b>39. Listen to and recite short poems and stories for an audience. (ELA-4-E5)</b>
<b>Unit 1:</b> T43, T87, T297
<b>Unit 2:</b> T76, T262, T286
<b>Unit 3:</b> T52, T184, T211
<b>Unit 4:</b> T142, T306
<b>Unit 7:</b> T174, T232, T329
<b>Unit 8:</b> T88

<b>English Language Arts</b>
<b>Unit 6: The Author’s Chair</b>
<b>40. Respond to video/film versions of a story read aloud through activities such as role-playing, illustrating, and discussing without interruption. (EAL-4-E6)</b>
<b>Unit 3:</b> T37, T225
<b>Unit 7:</b> T326
<b>Unit 8:</b> T261, T304

## **Unit 7: Rhythm and Rhyme Time**

<b>English Language Arts</b>
<b>Unit 7: Rhythm and Rhyme Time</b>
<b>1a. Demonstrate understand of phonological awareness by doing the following: Creating rhyming words. (ELA-1-E1)</b>
<b>Unit 1:</b> T65, T85, T91, T93, T107, T111, T129, T133, T145, T149, T159, T163, T169, T187, T191, T201, T213, T223, T227, T233, T251, T277, T279, T283, T295, T297, T313, T315, T319, T323, T325, T333
<b>Unit 2:</b> T34, T52, T64, T76, T92, T112, T126, T138, T146, T184, T196, T204, T220, T262, T278, T286
<b>Unit 3:</b> T22, T52, T68, T76, T148, T172, T184, T192, T198, T206, T260, T274, T282, T285
<b>Unit 4:</b> T22, T58, T78, T93, T106, T130, T142, T154, T166, T171, T184, T193, T196, T214, T222, T306
<b>Unit 5:</b> T22, T52, T68, T76, T92, T112, T138, T146, T164, T173, T242, T274, T282
<b>Unit 6:</b> T34, T54, T66, T82, T98, T107, T109, T113, T162, T163, T176, T190, T208, T274, T292, T296, T297, T302
<b>Unit 7:</b> T22, T33, T69, T85, T93, T102, T143, T168, T210, T225, T244, T310, T322, T326, T327
<b>Unit 8:</b> T38, T60, T88, T92, T109, T130, T146, T162, T170, T195, T198, T208, T238, T262, T273, T281, T283, T285, T287, T292, T302



<b>English Language Arts</b>
<b>Unit 7: Rhythm and Rhyme Time</b>
<b>2a. Demonstrate understanding of alphabetic principle by doing the following: Distinguishing and naming all uppercase and lower case letters. (ELA-1-E1)</b>
<b>Unit 1:</b> T53, T55, T62, T69, T108, T110, T123, T130, T132, T137, T139, T146, T148, T149, T153, T160, T170, T171, T190, T204, T214, T215, T226, T234, T235, T237, T254, T263, T265, T280, T282, T298, T300, T316, T318, T327  <b>Unit 2:</b> T25, T37, T43, T55, T66, T78, T95, T103, T107, T112, T114, T115, T116, T125, T126, T128, T129, T138, T141, T146, T148, T164, T165, T176, T186, T187, T198, T199, T206, T208, T223, T239, T248, T249, T250, T261, T264, T265, T266, T278, T280, T281, T288  <b>Unit 3:</b> T25, T35, T41, T47, T52, T53, T70, T71, T94, T101, T109, T120, T121, T158, T206, T208, T233, T282, T284, T285  <b>Unit 4:</b> T35, T49, T57, T77, T87, T92, T97, T129, T141, T153, T165, T170, T175, T199, T206, T226, T282, T310  <b>Unit 5:</b> T24, T55, T114, T126, T178, T186, T188, T231, T244  <b>Unit 6:</b> T22, T24, T36, T49, T51, T53, T56, T57, T65, T68, T85, T100, T113, T115, T122, T150, T151, T178, T180, T181, T187, T202, T210, T211, T234, T236, T257, T273, T277, T294  <b>Unit 7:</b> T24, T45, T47, T59, T89, T104, T111, T113, T117, T126, T146, T160, T161, T197, T202, T212, T220, T228, T246, T253, T269, T295, T312  <b>Unit 8:</b> T39, T53, T60, T108, T123, T127, T132, T245, T261, T275, T281, T291

<b>English Language Arts</b>
<b>Unit 7: Rhythm and Rhyme Time</b>
<b>2b. Demonstrate understanding of alphabetic principle by doing the following: Identifying own first and last name. (ELA-1-E1)</b>
<b>Unit 1:</b> T173, T236, T237, T328  <b>Unit 2:</b> T130, T149, T180, T181, T207, T208  <b>Unit 3:</b> T43, T78, T79, T80, T109, T158, T159, T208, T233, T282, T284  <b>Unit 4:</b> T49, T92, T93, T121, T170, T226, T249, T298, T310, T311  <b>Unit 5:</b> T56, T103, T128, T151, T196, T197, T263, T285  <b>Unit 6:</b> T70, T148, T162, T180, T220, T234, T296, T306  <b>Unit 7:</b> T24, T43, T45, T49, T70, T74, T86, T113, T161, T172, T186, T190, T200, T255, T261, T314, T326  <b>Unit 8:</b> T22, T60, T78, T81, T91, T92, T109, T130, T133, T149, T163, T173, T174, T188, T189, T198, T200, T208, T209, T216, T223, T238, T239, T262, T263, T264, T276, T277, T281, T292, T293, T301, T302

<b>English Language Arts</b>
<b>Unit 7: Rhythm and Rhyme Time</b>
<b>5. Read books with predictable, repetitive text and simple illustrations. (ELA-1-E1)</b>
<b>Unit 1:</b> T173, T236, T328  <b>Unit 2:</b> T79, T149, T207, T289  <b>Unit 3:</b> T78, T79, T158, T159, T208, T209, T284, T285  <b>Unit 4:</b> T92, T93, T170, T171, T226, T227, T310, T311  <b>Unit 5:</b> T151, T196, T197, T263, T284, T285  <b>Unit 6:</b> T70, T71, T162, T163, T180, T181, T220, T221, T296, T297, T306, T307  <b>Unit 7:</b> T74, T75, T172, T173, T190, T191, T230, T231, T314, T315, T326, T327  <b>Unit 8:</b> T92, T93, T174, T175, T224, T225, T302l, T303

<b>English Language Arts</b>
<b>Unit 7: Rhythm and Rhyme Time</b>
<b>7a. Demonstrate understanding of book and print concepts by doing the following: Locating front and back covers, title page, and inside pages of a book. (ELA-1-E2)</b>
<b>Unit 1:</b> T237  <b>Unit 6:</b> T31, T40  <b>Unit 7:</b> T31, T296  <b>Unit 8:</b> T33

<b>English Language Arts</b>
<b>Unit 7: Rhythm and Rhyme Time</b>
<b>7c. Demonstrate understanding of book and print concepts by doing the following: Isolating individual words in print. (ELA-1-E2)</b>
<b>Unit 1:</b> T89  <b>Unit 2:</b> T23, T35, T52, T64, T75, T93, T98, T113, T127, T139, T147  <b>Unit 3:</b> T22, T76, T118, T222, T246  <b>Unit 4:</b> T154, T184, T214, T222, T266  <b>Unit 5:</b> T124, T202, T282  <b>Unit 6:</b> T66, T148, T200  <b>Unit 7:</b> T86, T126, T210, T230, T310  <b>Unit 8:</b> T24, T58, T80, T81, T109, T149, T173, T189, T216, T223, T263, T277, T293, T300

<b>English Language Arts</b>
<b>Unit 7: Rhythm and Rhyme Time</b>
<b>8. Identify basic story elements, including simple plot sequences, setting, and simple character descriptions, in a favorite story using pictures and/or oral responses. (ELA-1-E4)</b>
<b>Unit 1:</b> T87, T97, T125, T150, T164, T261, T275, T295, T313, T320  <b>Unit 2:</b> T142, T282  <b>Unit 3:</b> T49, T54, T73, T152, T160, T229, T243, T251, T253, T255, T265, T267, T269, T271, T278  <b>Unit 4:</b> T51, T82, T83, T263, T279, T295, T297  <b>Unit 5:</b> T45, T59, T61, T63, T65, T72, T73, T135, T237, T255, T278  <b>Unit 6:</b> T298  <b>Unit 7:</b> T30, T163, T164, T174, T281, T283, T289, T299, T307, T316, T317, T318, T319  <b>Unit 8:</b> T82, T84, T85, T143, T165, T166, T167, T179, T294

<b>English Language Arts</b>
<b>Unit 7: Rhythm and Rhyme Time</b>
<b>12. Respond to stories, legends, songs, and other literature from diverse cultural and ethnic groups by participating in activities such as answering questions, role-playing, and drawing. (ELA-6-E1)</b>
<b>Unit 1:</b> T87, T301, T305  <b>Unit 2:</b> T265, T275, T281, T288  <b>Unit 3:</b> T52, T211  <b>Unit 4:</b> T75, T231  <b>Unit 5:</b> T142, T209, T239, T278  <b>Unit 6:</b> T299  <b>Unit 7:</b> T162, T174, T316  <b>Unit 8:</b> T229

<b>English Language Arts</b>
<b>Unit 7: Rhythm and Rhyme Time</b>
<b>16. Describe the role of an author and an illustrator. (ELA-7-E3)</b>
<b>Unit 1:</b> T283  <b>Unit 2:</b> T178, T262  <b>Unit 3:</b> T122, T136, T209  <b>Unit 4:</b> T42, T114, T134, T146, T158, T190, T200, T270  <b>Unit 5:</b> T56, T116, T264  <b>Unit 6:</b> T148, T184, T194  <b>Unit 7:</b> T31, T60, T70, T76, T148, T194, T200, T204  <b>Unit 8:</b> T78, T134, T150, T192, T202

<b>Unit 7: Rhythm and Rhyme Time</b>
<b>19. Write using developmental/inventive spelling, supported by drawing or dictation to the teacher to express ideas. (ELA-2-E1)</b>
<b>Unit 1:</b> T39, T61, T174, T221, T238, T295
<b>Unit 2:</b> T51, T253, T257, T259, T269, T271
<b>Unit 3:</b> T51, T75
<b>Unit 4:</b> T25, T114, T149, T151, T161, T173
<b>Unit 5:</b> T30, T61, T119, T239
<b>Unit 6:</b> T65, T147, T207, T222, T291, T299
<b>Unit 7:</b> T63

<b>English Language Arts</b>
<b>Unit 7: Rhythm and Rhyme Time</b>
<b>23. Use classroom resources (e.g., word walls, pictures dictionaries, teachers, peers) to support a writing process. (ELA-2-E3)</b>
<b>Unit 1:</b> T109, T131, T147, T161, T189, T203, T215, T225, T253, T281, T299, T317
<b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T164, T176, T177, T186, T198, T222, T248
<b>Unit 3:</b> T277
<b>Unit 4:</b> T27, T35, T57, T77, T81, T87, T94, T97, T129, T133, T141, T145, T153, T165, T169, T175, T187, T199, T209, T217, T225, T243, T269, T285, T301
<b>Unit 5:</b> T37, T71, T79, T95, T127, T155, T179, T209, T221, T261, T289
<b>Unit 6:</b> T25, T69, T86, T89, T101, T123, T161, T164, T167, T193, T219, T225, T237, T295, T311
<b>Unit 7:</b> T25, T37, T57, T71, T73, T93, T105, T129, T171, T177, T203, T213, T229, T235, T292, T309, T331
<b>Unit 8:</b> T92, T77, T94, T97, T179, T229, T264, T277, T307

<b>English Language Arts</b>
<b>Unit 7: Rhythm and Rhyme Time</b>
<b>26. Use rhyme and alliteration in group-shared writing activities. (ELA-2-E5)</b>
<b>Unit 1:</b> T61, T143, T157
<b>Unit 2:</b> T261, T277
<b>Unit 3:</b> T117, T183, T210, T245
<b>Unit 5:</b> T206

<b>English Language Arts</b>
<b>Unit 7: Rhythm and Rhyme Time</b>
<b>28. Demonstrate an understanding of letter placement in text by writing letters and words from left to right and top to bottom on a page. (ELA-3-E1)</b>
<b>Unit 1:</b> T108, T109, T130, T131, T147, T161, T189, T203, T215, T225, T226, T234, T238, T253, T278, T281, T299, T317
<b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T150, T164, T176, T177, T186, T198, T222, T248, T265, T281, T288, T291
<b>Unit 3:</b> T213, T223, T277, T289
<b>Unit 4:</b> T27, T35, T57, T61, T77, T81, T87, T91, T94, T97, T111, T129, T133, T141, T145, T153, T157, T165, T169, T175, T187, T199, T209, T217, T225, T228, T243, T269, T285, T301, T309, T313
<b>Unit 5:</b> T37, T71, T79, T83, T95, T127, T142, T143, T155, T179, T206, T209, T221, T261, T289
<b>Unit 6:</b> T25, T37, T69, T86, T89, T101, T123, T137, T161, T164, T167, T193, T203, T219, T225, T237, T263, T295, T299, T311
<b>Unit 7:</b> T25, T37, T73, T93, T105, T129, T171, T177, T203, T213, T217, T229, T235, T331
<b>Unit 8:</b> T97, T179, T224, T229, T305, T307

<b>English Language Arts</b>
<b>Unit 7: Rhythm and Rhyme Time</b>
<b>29. Print all uppercase and lowercase letters. (ELA-3-E1)</b>
<b>Unit 1:</b> T108, T109, T130, T131, T147, T161, T189, T203, T215, T225, T226, T234, T238, T253, T278, T281, T299, T317
<b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T150, T164, T176, T177, T186, T198, T222, T248, T265, T281, T288, T291
<b>Unit 3:</b> T213, T223, T277, T289
<b>Unit 4:</b> T27, T35, T57, T61, T77, T81, T87, T91, T94, T97, T111, T129, T133, T141, T145, T153, T157, T165, T169, T175, T187, T199, T209, T217, T225, T228, T243, T269, T285, T301, T309, T313
<b>Unit 5:</b> T37, T71, T79, T83, T95, T127, T142, T143, T155, T179, T206, T209, T221, T261, T289
<b>Unit 6:</b> T25, T37, T69, T86, T89, T101, T123, T137, T161, T164, T167, T193, T203, T219, T225, T237, T263, T295, T299, T311
<b>Unit 7:</b> T25, T37, T73, T93, T105, T129, T171, T177, T203, T213, T217, T229, T235, T331
<b>Unit 8:</b> T97, T179, T224, T229, T305, T307

<b>English Language Arts</b>
<b>Unit 7: Rhythm and Rhyme Time</b>
<b>30. Print letters and words with proper figure grounding on a line and with appropriate spaces between words. (ELA-3-E1)</b>
<b>Unit 1:</b> T108, T109, T130, T131, T147, T161, T189, T203, T215, T225, T226, T234, T238, T253, T278, T281, T299, T317  <b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T150, T164, T176, T177, T186, T198, T222, T248, T265, T281, T288, T291  <b>Unit 3:</b> T213, T223, T277, T289  <b>Unit 4:</b> T27, T35, T57, T61, T77, T81, T87, T91, T94, T97, T111, T129, T133, T141, T145, T153, T157, T165, T169, T175, T187, T199, T209, T217, T225, T228, T243, T269, T285, T301, T309, T313  <b>Unit 5:</b> T37, T71, T79, T83, T95, T127, T142, T143, T155, T179, T206, T209, T221, T261, T289  <b>Unit 6:</b> T25, T37, T69, T86, T89, T101, T123, T137, T161, T164, T167, T193, T203, T219, T225, T237, T263, T295, T299, T311  <b>Unit 7:</b> T25, T37, T73, T93, T105, T129, T171, T177, T203, T213, T217, T229, T235, T331  <b>Unit 8:</b> T97, T179, T224, T229, T305, T307

<b>English Language Arts</b>
<b>Unit 7: Rhythm and Rhyme Time</b>
<b>31. Identify and use uppercase letters at the beginning of own first and last names. (ELA-3-E2)</b>
<b>Unit 1:</b> T24, T40, T53, T82  <b>Unit 2:</b> T53, T279, T287  <b>Unit 4:</b> T58  <b>Unit 5:</b> T70  <b>Unit 6:</b> T53

<b>English Language Arts</b>
<b>Unit 7: Rhythm and Rhyme Time</b>
<b>37. Describe people, places, things (e.g., size, color, shape), locations, and actions from a story read aloud. (ELA-4-E3)</b>
<p><b>Unit 1:</b> T28, T30, T36, T39, T45, T53, T61, T81, T89, T97, T106, T110, T113, T128, T132, T148, T157, T162, T174, T190, T193, T194, T199, T204, T211, T212, T219, T221, T227, T229, T231, T241, T257, T302, T330</p> <p><b>Unit 2:</b> T25, T26, T29, T39, T40, T47, T51, T56, T67, T68, T81, T98, T111, T116, T125, T130, T137, T143, T145, T153, T167, T168, T173, T183, T187, T189, T190, T195, T201, T203, T208, T211, T223, T225, T245, T250, T261, T277, T285, T293</p> <p><b>Unit 3:</b> T26, T29, T31, T33, T37, T38, T98, T117, T122, T136, T147, T155, T160, T177, T178, T183, T186, T191, T195, T197, T203, T205, T213, T226, T245, T248, T259, T262, T273, T278, T279, T281, T287</p> <p><b>Unit 4:</b> T28, T33, T41, T55, T134, T141, T146, T153, T158, T165, T172, T175, T189, T211, T219, T228, T265, T281, T297, T305</p> <p><b>Unit 5:</b> T26, T31, T39, T40, T56, T80, T83, T97, T115, T116, T119, T169, T170, T191, T199, T224, T241, T246, T257, T273, T289</p> <p><b>Unit 6:</b> T31, T33, T39, T53, T65, T104, T119, T133, T138, T154, T164, T183, T197, T205, T213, T239, T240, T291, T299, T301, T308</p> <p><b>Unit 7:</b> T26, T31, T40, T55, T67, T76, T93, T107, T108, T125, T143, T157, T193, T204, T207, T215, T223, T250, T321</p> <p><b>Unit 8:</b> T26, T33, T41, T42, T45, T47, T51, T65, T67, T69, T71, T73, T75, T111, T112, T150, T191, T202, T211, T219, T242, T295</p>

<b>English Language Arts</b>
<b>Unit 7: Rhythm and Rhyme Time</b>
<b>38. Recite short poems, rhymes, and songs. (ELA-4-E4)</b>
<p><b>Unit 1:</b> T24, T25, T26, T28, T40, T41, T42, T63, T64, T82, T83, T84, T90, T92, T94, T108, T125, T130, T146, T160, T163, T165, T188, T200, T201, T202, T213, T214, T224, T234, T251, T252, T282, T301, T320, T324, T326</p> <p><b>Unit 2:</b> T22, T36, T53, T54, T65, T66, T76, T78, T92, T94, T112, T114, T126, T127, T128, T140, T148, T162, T164, T174, T185, T186, T197, T198, T204, T206, T246, T262, T264, T280</p> <p><b>Unit 3:</b> T26, T148, T156, T172, T184, T192, T199, T282</p> <p><b>Unit 4:</b> T22, T25, T36, T58, T80, T88, T90, T108, T143, T167, T168, T196, T206, T208, T214, T224, T240, T242, T266</p> <p><b>Unit 5:</b> T36, T54, T70, T78, T112, T114, T124, T166, T186, T202, T282</p> <p><b>Unit 6:</b> T34, T68, T98, T157, T192, T215, T216, T218</p> <p><b>Unit 7:</b> T22, T36, T56, T72, T85, T126, T200, T226, T244, T291, T331</p> <p><b>Unit 8:</b> T36, T38, T78, T146, T198, T214, T222, T276, T300</p>

<b>English Language Arts</b>
<b>Unit 7: Rhythm and Rhyme Time</b>
<b>41. Participate in designated roles within classroom activities, such as line reader, teacher helper, and calendar helper. (ELA-4-E7)</b>
<p><b>Unit 1:</b> T24, T41, T43, T46, T49, T51, T53, T55, T57, T62, T63, T65, T66, T69, T71, T75, T77, T79, T82, T83, T84, T85, T87, T90, T91, T92, T93, T94, T95, T109, T111, T114, T117, T123, T128, T129, T130, T131, T132, T133, T134, T137, T139, T144, T150, T153, T158, T160, T161, T162, T168, T169, T170, T171, T174, T175, T186, T197, T188, T189, T191, T201, T202, T203, T205, T212, T213, T214, T215, T216, T217, T222, T223, T224, T225, T226, T227, T232, T233, T234, T235, T237, T238, T250, T251, T252, T253, T254, T255, T261, T263, T265, T267, T269, T271, T278, T279, T280, T281, T282, T283, T284, T287, T289, T291, T296, T297, T298, T299, T300, T301, T302, T305, T307, T314, T315, T316, T317, T318, T320, T324, T325, T326, T327, T329, T331</p> <p><b>Unit 2:</b> T22, T23, T24, T25, T34, T35, T36, T37, T43, T45, T52, T54, T55, T56, T64, T65, T66, T67, T76, T77, T78, T92, T93, T94, T95, T98, T101, T103, T107, T112, T113, T114, T115, T126, T127, T128, T129, T138, T139, T140, T141, T146, T147, T148, T150, T151, T162, T163, T164, T165, T175, T176, T177, T184, T185, T186, T187, T190, T196, T197, T198, T199, T204, T205, T206, T207, T208, T220, T221, T222, T223, T229, T231, T233, T235, T239, T241, T246, T247, T248, T249, T262, T263, T264, T265, T275, T278, T280, T281, T283, T286, T287, T288, T289, T291</p> <p><b>Unit 3:</b> T22, T23, T25, T34, T35, T41, T43, T45, T47, T51, T52, T53, T68, T69, T70, T71, T72, T73, T76, T77, T80, T92, T93, T94, T101, T105, T109, T113, T118, T119, T120, T122, T134, T135, T148, T149, T150, T151, T152, T153, T156, T157, T158, T159, T160, T172, T173, T178, T184, T185, T186, T192, T193, T198, T199, T200, T201, T206, T207, T208, T210, T222, T223, T231, T233, T246, T247, T259, T260, T261, T274, T275, T276, T278, T282, T283, T285</p> <p><b>Unit 4:</b> T22, T24, T26, T27, T36, T37, T38, T39, T42, T45, T47, T49, T53, T59, T60, T61, T78, T79, T80, T81, T88, T89, T90, T91, T93, T94, T95, T106, T107, T108, T109, T110, T111, T114, T117, T119, T121, T123, T125, T130, T131, T132, T133, T134, T142, T143, T144, T145, T146, T154, T155, T156, T157, T158, T166, T167, T168, T169, T170, T171, T184, T185, T186, T187, T190, T193, T196, T197, T198, T199, T206, T207, T208, T209, T211, T214, T215, T216, T217, T219, T221, T222, T223, T224, T225, T227, T228, T240, T241, T242, T243, T251, T253, T255, T259, T266, T267, T268, T269, T282, T283, T284, T285, T286, T295, T297, T298, T299, T300, T301, T306, T305, T306, T307, T308, T309, T310, T311</p> <p><b>Unit 5:</b> T22, T23, T24, T25, T30, T31, T34, T35, T36, T37, T43, T47, T52, T53, T54, T55, T56, T67, T68, T69, T70, T71, T72, T73, T76, T77, T79, T80, T81, T92, T93, T94, T95, T98, T101, T105, T107, T112, T113, T114, T115, T116, T124, T125, T126, T127, T138, T139, T140, T141, T142, T143, T146, T147, T148, T164, T165, T166, T167, T176, T177, T178, T179, T183, T186, T187, T188, T189, T194, T195, T199, T202, T203, T204, T206, T218, T219, T220, T221, T229, T231, T239, T242, T243, T244, T245, T258, T259, T260, T261, T262, T274, T275, T276, T277, T278, T282, T283</p> <p><b>Unit 6:</b> T22, T23, T24, T25, T34, T35, T36, T37, T43, T47, T49, T51, T54, T55, T56, T57, T58, T66, T67, T68, T69, T70, T72, T82, T83, T84, T85, T98, T99, T100, T101, T104, T107, T109, T111, T113, T115, T120, T121, T122, T123, T124, T134, T135, T136, T137, T138, T148, T149, T150, T151, T152, T153, T154, T157, T158, T159, T160, T161, T162, T164, T176, T177, T178, T179, T180, T184, T190, T191, T192, T193, T194, T199, T200, T201, T202, T203, T208, T209, T210, T211, T216, T217, T218, T219, T220, T222, T234, T235, T236, T237, T243, T245, T253, T255, T257, T259, T260, T261, T263, T274, T275, T276, T277, T292, T293, T294, T295, T296, T299, T302, T303, T304, T305, T306, T309</p> <p><b>Unit 7:</b> T22, T24, T25, T25, T34, T35, T36, T37, T40, T43, T45, T47, T49, T51, T53, T56, T57, T58, T59, T60, T70, T71, T72, T73, T74, T76, T86, T87, T88, T89, T90, T102, T103, T105, T111, T113, T115, T117, T119, T121, T126, T127, T128, T129, T130, T144, T145, T146, T147, T148, T158, T159, T160, T161, T162, T163, T164, T165, T167, T168, T169, T170, T171, T174, T186, T187, T188, T189, T190, T194, T197, T200, T201, T202, T203, T204, T210, T211, T212, T213, T218, T219, T220, T221, T226, T227, T228, T229, T230, T244, T245, T246, T247, T253, T255, T257, T259, T261, T263, T265, T267, T269, T271, T274, T275, T276, T277, T292, T293, T294, T295, T310, T311, T312, T313, T314, T319, T322, T323, T324, T326</p> <p><b>Unit 8:</b> T22, T23, T24, T25, T36, T37, T38, T39, T49, T53, T55, T58, T59, T60, T61, T62, T78, T79, T80, T81, T83, T84, T88, T90, T91, T92, T94, T106, T107, T108, T109, T115, T117, T119, T121, T123, T125, T127, T130, T131, T132, T133, T134, T146, T147, T148, T149, T150, T160, T161, T162, T163, T164, T165, T166, T167, T170, T172, T173, T174, T176, T188, T189, T192, T198, T199, T200, T201, T202, T208, T209, T214, T215, T216, T217, T222, T223, T224, T238, T239, T245, T247, T249, T262, T263, T264, T265, T276, T277, T281, T283, T285, T287, T292, T293, T295, T296, T300, T301</p>



<b>English Language Arts</b>
<b>Unit 7: Rhythm and Rhyme Time</b>
<b>43. Identify that a computer has a keyboard to enter information. (ELA-5-E1)</b>
<b>Unit 2:</b> T172, T244
<b>Unit 4:</b> T34, T128, T172, T194

<b>English Language Arts</b>
<b>Unit 7: Rhythm and Rhyme Time</b>
<b>44. Use technology to produce class work. (ELA-5-E4)</b>
<b>Unit 2:</b> T172, T244
<b>Unit 4:</b> T34, T128, T172, T194

## **Unit 8: The Wonder of Words—Poetry**

<b>English Language Arts</b>
<b>Unit 8: The Wonder of Words—Poetry</b>
<b>1a. Demonstrate understand of phonological awareness by doing the following: (ELA-1-E1)</b>
<b>Unit 1:</b> T65, T85, T91, T93, T107, T111, T129, T133, T145, T149, T159, T163, T169, T187, T191, T201, T213, T223, T227, T233, T251, T277, T279, T283, T295, T297, T313, T315, T319, T323, T325, T333
<b>Unit 2:</b> T34, T52, T64, T76, T92, T112, T126, T138, T146, T184, T196, T204, T220, T262, T278, T286
<b>Unit 3:</b> T22, T52, T68, T76, T148, T172, T184, T192, T198, T206, T260, T274, T282, T285
<b>Unit 4:</b> T22, T58, T78, T93, T106, T130, T142, T154, T166, T171, T184, T193, T196, T214, T222, T306
<b>Unit 5:</b> T22, T52, T68, T76, T92, T112, T138, T146, T164, T173, T242, T274, T282
<b>Unit 6:</b> T34, T54, T66, T82, T98, T107, T109, T113, T162, T163, T176, T190, T208, T274, T292, T296, T297, T302
<b>Unit 7:</b> T22, T33, T69, T85, T93, T102, T143, T168, T210, T225, T244, T310, T322, T326, T327
<b>Unit 8:</b> T38, T60, T88, T92, T109, T130, T146, T162, T170, T195, T198, T208, T238, T262, T273, T281, T283, T285, T287, T292, T302

<b>English Language Arts</b>
<b>Unit 8: The Wonder of Words—Poetry</b>
<b>7b. Demonstrate understanding of book and print concepts by doing the following: Identifying periods, question marks, and exclamation marks and demonstrating knowledge that they are used at the end of a sentence. (ELA-1-E2)</b>
<b>Unit 1:</b> T329  <b>Unit 2:</b> T33, T51, T63, T137, T153, T173, T183, T195, T231, T241, T245, T250, T277, T293  <b>Unit 3:</b> T103, T113, T159, T163, T206, T213, T233, T237, T239, T285, T289  <b>Unit 4:</b> T47, T53, T117, T123, T125, T227, T251, T255, T311  <b>Unit 5:</b> T83, T101, T105, T107, T229  <b>Unit 6:</b> T89, T189, T167, T199, T207, T259, T291, T311  <b>Unit 7:</b> T186, T190, T267  <b>Unit 8:</b> T117, T223, T224, T261

<b>English Language Arts</b>
<b>Unit 8: The Wonder of Words—Poetry</b>
<b>7c. Demonstrate understanding of book and print concepts by doing the following: Isolating individual words in print. (ELA-1-E2)</b>
<b>Unit 1:</b> T89  <b>Unit 2:</b> T23, T35, T52, T64, T75, T93, T98, T113, T127, T139, T147  <b>Unit 3:</b> T22, T76, T118, T222, T246  <b>Unit 4:</b> T154, T184, T214, T222, T266  <b>Unit 5:</b> T124, T202, T282  <b>Unit 6:</b> T66, T148, T200  <b>Unit 7:</b> T86, T126, T210, T230, T310  <b>Unit 8:</b> T24, T58, T80, T81, T109, T149, T173, T189, T216, T223, T263, T277, T293, T300

<b>English Language Arts</b>
<b>Unit 8: The Wonder of Words—Poetry</b>
<b>8. Identify basic story elements, including simple plot sequences, setting, and simple character descriptions, in a favorite story using pictures and/or oral responses. (ELA-1-E4)</b>
<b>Unit 1:</b> T87, T97, T125, T150, T164, T261, T275, T295, T313, T320
<b>Unit 2:</b> T142, T282
<b>Unit 3:</b> T49, T54, T73, T152, T160, T229, T243, T251, T253, T255, T265, T267, T269, T271, T278
<b>Unit 4:</b> T51, T82, T83, T263, T279, T295, T297
<b>Unit 5:</b> T45, T59, T61, T63, T65, T72, T73, T135, T237, T255, T278
<b>Unit 6:</b> T298
<b>Unit 7:</b> T30, T163, T164, T174, T281, T283, T289, T299, T307, T316, T317, T318, T319
<b>Unit 8:</b> T82, T84, T85, T143, T165, T166, T167, T179, T294

<b>English Language Arts</b>
<b>Unit 8: The Wonder of Words—Poetry</b>
<b>11. Describe the connections between life experiences and texts. (ELA-1-E6)</b>
<b>Unit 1:</b> T36, T141, T155, T157, T173, T211, T231, T241, T271, T313
<b>Unit 2:</b> T33, T51, T63, T75, T83, T97, T111, T125, T137, T145, T149, T153, T173, T183, T195, T203, T211, T245, T261, T277, T285
<b>Unit 3:</b> T153, T181, T183, T186, T189, T191, T278, T286
<b>Unit 4:</b> T41, T75, T89, T129, T139, T227, T245, T311
<b>Unit 5:</b> T33, T51, T67, T75, T83, T175, T185, T241, T257, T263, T273, T281, T289
<b>Unit 6:</b> T53, T63, T65, T70, T75, T81, T89, T117, T119, T129, T145, T147, T157, T167, T187, T189, T197, T199, T311
<b>Unit 7:</b> T39, T67, T83, T141, T143, T207
<b>Unit 8:</b> T31, T47, T195, T213, T221, T229, T259

<b>English Language Arts</b>
<b>Unit 8: The Wonder of Words—Poetry</b>
<b>12. Respond to stories, legends, songs, and other literature from diverse cultural and ethnic groups by participating in activities such as answering questions, role-playing, and drawing. (ELA-6-E1)</b>
<b>Unit 1:</b> T87, T301, T305
<b>Unit 2:</b> T265, T275, T281, T288
<b>Unit 3:</b> T52, T211
<b>Unit 4:</b> T75, T231
<b>Unit 5:</b> T142, T209, T239, T278
<b>Unit 6:</b> T299
<b>Unit 7:</b> T162, T174, T316
<b>Unit 8:</b> T229

<b>English Language Arts</b>
<b>Unit 8: The Wonder of Words—Poetry</b>
<b>13. Identify whether the type of text read aloud is a true story, a fictional story, a song, or a poem. (ELA-6-E2)</b>
<b>Unit 2:</b> T107, T109, T116, T130, T253, T255, T257, T259, T269, T271, T273
<b>Unit 4:</b> T273, T275, T277, T289, T291, T293
<b>Unit 5:</b> T241, T257, T273, T281, T289
<b>Unit 7:</b> T271
<b>Unit 8:</b> T195

<b>English Language Arts</b>
<b>Unit 8: The Wonder of Words—Poetry</b>
<b>14c. Demonstrate understanding of information in texts read aloud using a variety of strategies, including: Drawing conclusions from text. (ELA-7-E1)</b>
<b>Unit 2:</b> T119, T121, T123, T131, T133, T135
<b>Unit 3:</b> T125, T127, T129, T131, T139, T141, T143, T145
<b>Unit 5:</b> T249, T251, T253, T267, T269
<b>Unit 6:</b> T127, T129, T131, T141, T143, T145, T267, T269, T281, T283, T285, T287, T289

<b>English Language Arts</b>
<b>Unit 8: The Wonder of Words—Poetry</b>
<b>17. Identify different emotions and feelings of authors by participating in activities such as role-playing, illustrating, and answering questions. (ELA-7-E3)</b>
<b>Unit 1:</b> T36, T50, T59, T125, T141, T155, T197, T275, T293, T311
<b>Unit 2:</b> T49, T59, T61, T71, T73, T105, T107, T109, T121, T171, T181, T193, T229, T241, T251, T253, T259, T273, T275
<b>Unit 3:</b> T29, T41, T49, T57, T59, T61, T63, T65, T115, T127, T129, T131, T139, T141, T143, T145, T181, T189, T229, T235, T239, T243, T251, T253, T255, T257, T265, T267, T269, T271
<b>Unit 4:</b> T31, T51, T55, T65, T69, T73, T75, T123, T127, T137, T149, T163, T193, T203, T257, T261, T263, T273, T275, T277
<b>Unit 5:</b> T45, T49, T65, T103, T109, T119, T121, T133, T135, T173, T235, T237, T239, T249, T251, T253, T255, T267, T269, T271
<b>Unit 6:</b> T30, T51, T61, T63, T75, T77, T79, T117, T127, T129, T131, T141, T143, T145, T187, T257, T267, T269, T271, T281, T283, T285, T287, T289
<b>Unit 7:</b> T30, T53, T67, T79, T81, T83, T123, T133, T135, T137, T139, T141, T151, T153, T155, T197, T207, T287, T289, T299, T303, T305, T307
<b>Unit 8:</b> T31, T55, T127, T143, T157, T195, T205, T259, T269, T271, T289

<b>English Language Arts</b>
<b>Unit 8: The Wonder of Words—Poetry</b>
<b>21. Use illustrations, developmental/inventive spelling, and appropriate vocabulary to write for a specific purpose and/or audience. (ELA-2-E2)</b>
<b>Unit 1:</b> T89, T95, T97, T143, T157, T175, T177, T211, T221, T238, T277, T295, T313, T323, T331
<b>Unit 2:</b> T33, T51, T63, T75, T83, T111, T125, T150, T151, T195, R203, T211, T245, T277, T285, T291
<b>Unit 3:</b> T133, T147, T191, T197, T273
<b>Unit 4:</b> T57, T87, T141, T153
<b>Unit 5:</b> T67, T137, T193, T273
<b>Unit 6:</b> T65, T147, T207, T291
<b>Unit 7:</b> T157, T167, T217, T225, T309, T321
<b>Unit 8:</b> T77, T159, T213, T291

<b>English Language Arts</b>
<b>Unit 8: The Wonder of Words—Poetry</b>
<b>26. Use rhyme and alliteration in group-shared writing activities. (ELA-2-E5)</b>
<b>Unit 1:</b> T61, T143, T157
<b>Unit 2:</b> T261, T277
<b>Unit 3:</b> T117, T183, T210, T245
<b>Unit 5:</b> T206

<b>English Language Arts</b>
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<b>Unit 8: The Wonder of Words—Poetry</b>
<b>28. Demonstrate an understanding of letter placement in text by writing letters and words from left to right and top to bottom on a page. (ELA-3-E1)</b>
<b>Unit 1:</b> T108, T109, T130, T131, T147, T161, T189, T203, T215, T225, T226, T234, T238, T253, T278, T281, T299, T317
<b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T150, T164, T176, T177, T186, T198, T222, T248, T265, T281, T288, T291
<b>Unit 3:</b> T213, T223, T277, T289
<b>Unit 4:</b> T27, T35, T57, T61, T77, T81, T87, T91, T94, T97, T111, T129, T133, T141, T145, T153, T157, T165, T169, T175, T187, T199, T209, T217, T225, T228, T243, T269, T285, T301, T309, T313
<b>Unit 5:</b> T37, T71, T79, T83, T95, T127, T142, T143, T155, T179, T206, T209, T221, T261, T289
<b>Unit 6:</b> T25, T37, T69, T86, T89, T101, T123, T137, T161, T164, T167, T193, T203, T219, T225, T237, T263, T295, T299, T311
<b>Unit 7:</b> T25, T37, T73, T93, T105, T129, T171, T177, T203, T213, T217, T229, T235, T331
<b>Unit 8:</b> T97, T179, T224, T229, T305, T307

<b>English Language Arts</b>
<b>Unit 8: The Wonder of Words—Poetry</b>
<b>33. Initiate and sustain normal conversation on a specific topic with the teacher. (ELA-4-E1)</b>
<b>Unit 1:</b> T30, T36, T37, T45, T46, T53, T71, T73, T79, T89, T94, T113, T114, T119, T121, T137, T139, T141, T153, T155, T174, T231
<b>Unit 2:</b> T25, T26, T29, T39, T40, T47, T51, T55, T56, T67, T68, T81, T98, T111, T116, T125, T130, T137, T143, T145, T151, T153, T167, T168, T173, T183, T187, T189, T190, T195, T201, T203, T208, T211, T223, T225, T245, T250, T261, T277, T285, T293
<b>Unit 3:</b> T29, T49, T115, T143, T211, T226, T243, T257, T281, T287
<b>Unit 4:</b> T95, T172, T173, T189, T193, T203, T213, T219, T221, T228, T257, T263, T265, T271, T295, T303, T312
<b>Unit 5:</b> T26, T29, T31, T39, T40, T49, T55, T56, T59, T66, T73, T80, T97, T103, T109, T115, T116, T119, T121, T131, T133, T135, T145, T199
<b>Unit 6:</b> T30, T31, T39, T40, T63, T75, T77, T79, T81, T103, T104, T117, T138, T154, T155, T183, T197, T205, T213, T239, T240, T301, T308
<b>Unit 7:</b> T26, T30, T31, T40, T67, T76, T81, T83, T85, T107, T108, T133, T137, T139, T141, T193, T215, T223, T235, T250, T271, T321
<b>Unit 8:</b> T26, T31, T33, T41, T42, T45, T47, T51, T55, T65, T67, T69, T71, T73, T75, T87, T111, T112, T169, T191, T211, T219, T242, T273, T289

<b>English Language Arts</b>
<b>Unit 8: The Wonder of Words—Poetry</b>
<b>38. Recite short poems, rhymes, and songs. (ELA-4-E4)</b>
<b>Unit 1:</b> T24, T25, T26, T28, T40, T41, T42, T63, T64, T82, T83, T84, T90, T92, T94, T108, T125, T130, T146, T160, T163, T165, T188, T200, T201, T202, T213, T214, T224, T234, T251, T252, T282, T301, T320, T324, T326
<b>Unit 2:</b> T22, T36, T53, T54, T65, T66, T76, T78, T92, T94, T112, T114, T126, T127, T128, T140, T148, T162, T164, T174, T185, T186, T197, T198, T204, T206, T246, T262, T264, T280
<b>Unit 3:</b> T26, T148, T156, T172, T184, T192, T199, T282
<b>Unit 4:</b> T22, T25, T36, T58, T80, T88, T90, T108, T143, T167, T168, T196, T206, T208, T214, T224, T240, T242, T266
<b>Unit 5:</b> T36, T54, T70, T78, T112, T114, T124, T166, T186, T202, T282
<b>Unit 6:</b> T34, T68, T98, T157, T192, T215, T216, T218
<b>Unit 7:</b> T22, T36, T56, T72, T85, T126, T200, T226, T244, T291, T331
<b>Unit 8:</b> T36, T38, T78, T146, T198, T214, T222, T276, T300

<b>English Language Arts</b>
<b>Unit 8: The Wonder of Words—Poetry</b>
<b>39. Listen to and recite short poems and stories for an audience. (ELA-4-E5)</b>
<b>Unit 1:</b> T43, T87, T297
<b>Unit 2:</b> T76, T262, T286
<b>Unit 3:</b> T52, T184, T211
<b>Unit 4:</b> T142, T306
<b>Unit 7:</b> T174, T232, T329
<b>Unit 8:</b> T88

<b>English Language Arts</b>
<b>Unit 8: The Wonder of Words—Poetry</b>
<b>43. Identify that a computer has a keyboard to enter information. (ELA-5-E1)</b>
<b>Unit 2:</b> T172, T244
<b>Unit 4:</b> T34, T128, T172, T194

<b>English Language Arts</b>
<b>Unit 8: The Wonder of Words—Poetry</b>
<b>44. Use technology to produce class work. (ELA-5-E4)</b>
<b>Unit 2:</b> T172, T244
<b>Unit 4:</b> T34, T128, T172, T194

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***correlation to***  
**Louisiana English Comprehensive Curriculum Reading Essentials**  
**Kindergarten**

**Unit 1: Phonemic Awareness and Phonics**

<b>Reading Essentials</b>
<b>Unit 1: Phonemic Awareness and Phonics</b>
<b>1a. Demonstrate understand of phonological awareness by doing the following: Creating rhyming words. (ELA-1-E1)</b>
<b>Unit 1:</b> T65, T85, T91, T93, T107, T111, T129, T133, T145, T149, T159, T163, T169, T187, T191, T201, T213, T223, T227, T233, T251, T277, T279, T283, T295, T297, T313, T315, T319, T323, T325, T333  <b>Unit 2:</b> T34, T52, T64, T76, T92, T112, T126, T138, T146, T184, T196, T204, T220, T262, T278, T286  <b>Unit 3:</b> T22, T52, T68, T76, T148, T172, T184, T192, T198, T206, T260, T274, T282, T285  <b>Unit 4:</b> T22, T58, T78, T93, T106, T130, T142, T154, T166, T171, T184, T193, T196, T214, T222, T306  <b>Unit 5:</b> T22, T52, T68, T76, T92, T112, T138, T146, T164, T173, T242, T274, T282  <b>Unit 6:</b> T34, T54, T66, T82, T98, T107, T109, T113, T162, T163, T176, T190, T208, T274, T292, T296, T297, T302  <b>Unit 7:</b> T22, T33, T69, T85, T93, T102, T143, T168, T210, T225, T244, T310, T322, T326, T327  <b>Unit 8:</b> T38, T60, T88, T92, T109, T130, T146, T162, T170, T195, T198, T208, T238, T262, T273, T281, T283, T285, T287, T292, T302

<b>Reading Essentials</b>
<b>Unit 1: Phonemic Awareness and Phonics</b>
<b>1b. Demonstrate understand of phonological awareness by doing the following: Demonstrating that a sequence of letters in a word represents the sequence of sounds heard or spoken in that word by repeating or saying the sounds in sequence seen or heard. (ELA-1-E1)</b>
<b>Unit 1:</b> T39, T61, T81, T97, T241, T277, T323, T333  <b>Unit 2:</b> T33, T138  <b>Unit 3:</b> T24, T25, T27, T28, T51, T75, T119, T222, T246  <b>Unit 4:</b> T44-T55, T87, T116, T127, T195, T248, T262  <b>Unit 5:</b> T43, T51, T75, T105, T107, T155, T193, T227, T233  <b>Unit 6:</b> T45, T109, T147, T167, T259, T291  <b>Unit 7:</b> T121, T123, T125, T235  <b>Unit 8:</b> T145, T159, T197, T207, T229, T261, T275



<b>Reading Essentials</b>
<b>Unit 1: Phonemic Awareness and Phonics</b>
<b>1c. Demonstrate understand of phonological awareness by doing the following: Identifying when words begin with the same sound. (ELA-1-E1)</b>
<b>Unit 4:</b> T26, T38, T39, T60, T80, T111, T119, T121, T132, T133, T144, T145, T156, T157, T168, T169, T186, T187, T217, T224, T225, T242, T243, T300, T301, T308, T309, T311  <b>Unit 5:</b> T22, T23, T25, T34, T35, T36, T37, T53, T54, T55, T68, T69, T70, T71, T77, T78, T93, T107, T113, T114, T115, T124, T125, T126, T127, T138, T166, T167, T176, T177, T178, T179, T188, T189, T194, T195, T203, T204, T205, T218, T229, T243, T244, T245, T258, T259, T260, T261, T275, T283, T285  <b>Unit 6:</b> T23, T24, T25, T34, &35, T36, T37, T54, T55, T56, T57, T66, T67, T68, T69, T82, T83, T84, T85, T122, T123, T135, T136, T137, T148, T149, T150, T159, T160, T161, T162, T163, T178, T179, T192, T193, T200, T201, T202, T203, T208, T210, T211, T220, T221, T236, T237, T263, T274, T276, T277, T294, T295, T305, T306  <b>Unit 7:</b> T24, T36, T58, T88, T128, T144, T158, T160, T161, T170, T171, T172, T187, T188, T201, T202, T212, T218, T220, T226, T227, T228, T244, T245, T246, T247, T274, T275, T276, T292, T293, T294, T311, T312, T314, T323, T324  <b>Unit 8:</b> T24, T38, T60, T108, T132, T148, T162, T188, T199, T208, T214, T215, T222, T238, T276, T292, T300, T302

<b>Reading Essentials</b>
<b>Unit 1: Phonemic Awareness and Phonics</b>
<b>1d. Demonstrate understand of phonological awareness by doing the following: Listening to three sounds (phonemes) and recognizing that two are the same. (ELA-1-E1)</b>
<b>Unit 5:</b> T139, T147, T165, T187, T219  <b>Unit 6:</b> T23, T70, T71  <b>Unit 7:</b> T23, T35, T57, T71, T74, T87, T103, T127

<b>Reading Essentials</b>
<b>Unit 1: Phonemic Awareness and Phonics</b>
<b>1e. Demonstrate understand of phonological awareness by doing the following: Listening to and deleting or adding a beginning, a middle, or a final sound to a word. (ELA-1-E1)</b>
<b>Unit 4:</b> T93, T156, T199, T227  <b>Unit 5:</b> T197, T276, T277  <b>Unit 6:</b> T23, T67, T83, T99, T121, T135, T149, T158, T159, T162, T177, T180, T181, T191, T201, T216, T217, T220, T221, T235, T261, T275, T293, T296, T297, T303, T306, T307  <b>Unit 7:</b> T23, T35, T57, T59, T71, T74, T87, T103, T127, T145, T159, T169, T189, T226, T244, T314, T325  <b>Unit 8:</b> T23, T25, T37, T39, T59, T61, T78, T79, T81, T90, T92, T107, T131, T147, T161, T239, T262, T264, T277, T293, T301

<b>Reading Essentials</b>
<b>Unit 1: Phonemic Awareness and Phonics</b>
<b>If. Demonstrate understand of phonological awareness by doing the following: Orally segmenting individual sounds (phonemes) in words that have two to five sounds. (ELA-1-E1)</b>
<b>Unit 3:</b> T275, T282, T283
<b>Unit 5:</b> T139, T148, T165, T187, T219
<b>Unit 6:</b> T181
<b>Unit 7:</b> T23, T35, T57, T71, T87, T103, T127, T145, T159, T169, T187, T201, T211, T219, T227, T245, T275, T292, T293, T311, T323
<b>Unit 8:</b> T23, T37, T59, T79, T90, T107, T131, T161, T172, T293, T301

<b>Reading Essentials</b>
<b>Unit 1: Phonemic Awareness and Phonics</b>
<b>1h. Demonstrate understanding of phonological awareness by doing the following: Clapping/tapping to match each individual syllable of a spoken word. (ELA-1-E1)</b>
<b>Unit 3:</b> T157, T173, T185, T193, T199, T207, T223
<b>Unit 4:</b> T58, T166, T171
<b>Unit 7:</b> T22, T34, T35, T57, T71, T87
<b>Unit 8:</b> T36

<b>Reading Essentials</b>
<b>Unit 1: Phonemic Awareness and Phonics</b>
<b>2a. Demonstrate understanding of alphabetic principle by doing the following: Distinguishing and naming all uppercase and lower case letters. (ELA-1-E1)</b>
<b>Unit 1:</b> T53, T55, T62, T69, T108, T110, T123, T130, T132, T137, T139, T146, T148, T149, T153, T160, T170, T171, T190, T204, T214, T215, T226, T234, T235, T237, T254, T263, T265, T280, T282, T298, T300, T316, T318, T327
<b>Unit 2:</b> T25, T37, T43, T55, T66, T78, T95, T103, T107, T112, T114, T115, T116, T125, T126, T128, T129, T138, T141, T146, T148, T164, T165, T176, T186, T187, T198, T199, T206, T208, T223, T239, T248, T249, T250, T261, T264, T265, T266, T278, T280, T281, T288
<b>Unit 3:</b> T25, T35, T41, T47, T52, T53, T70, T71, T94, T101, T109, T120, T121, T158, T206, T208, T233, T282, T284, T285
<b>Unit 4:</b> T35, T49, T57, T77, T87, T92, T97, T129, T141, T153, T165, T170, T175, T199, T206, T226, T282, T310
<b>Unit 5:</b> T24, T55, T114, T126, T178, T186, T188, T231, T244
<b>Unit 6:</b> T22, T24, T36, T49, T51, T53, T56, T57, T65, T68, T85, T100, T113, T115, T122, T150, T151, T178, T180, T181, T187, T202, T210, T211, T234, T236, T257, T273, T277, T294
<b>Unit 7:</b> T24, T45, T47, T59, T89, T104, T111, T113, T117, T126, T146, T160, T161, T197, T202, T212, T220, T228, T246, T253, T269, T295, T312
<b>Unit 8:</b> T39, T53, T60, T108, T123, T127, T132, T245, T261, T275, T281, T291

<b>Reading Essentials</b>
<b>Unit 1: Phonemic Awareness and Phonics</b>
<b>2b. Demonstrate understanding of alphabetic principle by doing the following: Identifying own first and last name. (ELA-1-E1)</b>
<b>Unit 1:</b> T173, T236, T237, T328  <b>Unit 2:</b> T130, T149, T180, T181, T207, T208  <b>Unit 3:</b> T43, T78, T79, T80, T109, T158, T159, T208, T233, T282, T284  <b>Unit 4:</b> T49, T92, T93, T121, T170, T226, T249, T298, T310, T311  <b>Unit 5:</b> T56, T103, T128, T151, T196, T197, T263, T285  <b>Unit 6:</b> T70, T148, T162, T180, T220, T234, T296, T306  <b>Unit 7:</b> T24, T43, T45, T49, T70, T74, T86, T113, T161, T172, T186, T190, T200, T255, T261, T314, T326  <b>Unit 8:</b> T22, T60, T78, T81, T91, T92, T109, T130, T133, T149, T163, T173, T174, T188, T189, T198, T200, T208, T209, T216, T223, T238, T239, T262, T263, T264, T276, T277, T281, T292, T293, T301, T302

<b>Reading Essentials</b>
<b>Unit 1: Phonemic Awareness and Phonics</b>
<b>7a. Demonstrate understanding of book and print concepts by doing the following: Locating front and back covers, title page, and inside pages of a book. (ELA-1-E2)</b>
<b>Unit 1:</b> T237  <b>Unit 6:</b> T31, T40  <b>Unit 7:</b> T31, T296  <b>Unit 8:</b> T33

<b>Reading Essentials</b>
<b>Unit 1: Phonemic Awareness and Phonics</b>
<b>28. Demonstrate an understanding of letter placement in text by writing letters and words from left to right and top to bottom on a page. (ELA-3-E1)</b>
<b>Unit 1:</b> T108, T109, T130, T131, T147, T161, T189, T203, T215, T225, T226, T234, T238, T253, T278, T281, T299, T317  <b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T150, T164, T176, T177, T186, T198, T222, T248, T265, T281, T288, T291  <b>Unit 3:</b> T213, T223, T277, T289  <b>Unit 4:</b> T27, T35, T57, T61, T77, T81, T87, T91, T94, T97, T111, T129, T133, T141, T145, T153, T157, T165, T169, T175, T187, T199, T209, T217, T225, T228, T243, T269, T285, T301, T309, T313  <b>Unit 5:</b> T37, T71, T79, T83, T95, T127, T142, T143, T155, T179, T206, T209, T221, T261, T289  <b>Unit 6:</b> T25, T37, T69, T86, T89, T101, T123, T137, T161, T164, T167, T193, T203, T219, T225, T237, T263, T295, T299, T311  <b>Unit 7:</b> T25, T37, T73, T93, T105, T129, T171, T177, T203, T213, T217, T229, T235, T331  <b>Unit 8:</b> T97, T179, T224, T229, T305, T307

<b>Reading Essentials</b>
<b>Unit 1: Phonemic Awareness and Phonics</b>
<b>29. Print all uppercase and lowercase letters. (ELA-3-E1)</b>
<b>Unit 1:</b> T108, T109, T130, T131, T147, T161, T189, T203, T215, T225, T226, T234, T238, T253, T278, T281, T299, T317
<b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T150, T164, T176, T177, T186, T198, T222, T248, T265, T281, T288, T291
<b>Unit 3:</b> T213, T223, T277, T289
<b>Unit 4:</b> T27, T35, T57, T61, T77, T81, T87, T91, T94, T97, T111, T129, T133, T141, T145, T153, T157, T165, T169, T175, T187, T199, T209, T217, T225, T228, T243, T269, T285, T301, T309, T313
<b>Unit 5:</b> T37, T71, T79, T83, T95, T127, T142, T143, T155, T179, T206, T209, T221, T261, T289
<b>Unit 6:</b> T25, T37, T69, T86, T89, T101, T123, T137, T161, T164, T167, T193, T203, T219, T225, T237, T263, T295, T299, T311
<b>Unit 7:</b> T25, T37, T73, T93, T105, T129, T171, T177, T203, T213, T217, T229, T235, T331
<b>Unit 8:</b> T97, T179, T224, T229, T305, T307

<b>Reading Essentials</b>
<b>Unit 1: Phonemic Awareness and Phonics</b>
<b>30. Print letters and words with proper figure grounding on a line and with appropriate spaces between words. (ELA-3-E1)</b>
<b>Unit 1:</b> T108, T109, T130, T131, T147, T161, T189, T203, T215, T225, T226, T234, T238, T253, T278, T281, T299, T317
<b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T150, T164, T176, T177, T186, T198, T222, T248, T265, T281, T288, T291
<b>Unit 3:</b> T213, T223, T277, T289
<b>Unit 4:</b> T27, T35, T57, T61, T77, T81, T87, T91, T94, T97, T111, T129, T133, T141, T145, T153, T157, T165, T169, T175, T187, T199, T209, T217, T225, T228, T243, T269, T285, T301, T309, T313
<b>Unit 5:</b> T37, T71, T79, T83, T95, T127, T142, T143, T155, T179, T206, T209, T221, T261, T289
<b>Unit 6:</b> T25, T37, T69, T86, T89, T101, T123, T137, T161, T164, T167, T193, T203, T219, T225, T237, T263, T295, T299, T311
<b>Unit 7:</b> T25, T37, T73, T93, T105, T129, T171, T177, T203, T213, T217, T229, T235, T331
<b>Unit 8:</b> T97, T179, T224, T229, T305, T307

<b>Reading Essentials</b>
<b>Unit 1: Phonemic Awareness and Phonics</b>
<b>35. Give and follow one- and two-step verbal and nonverbal directions without interrupting. (ELA-4-E2)</b>
<p><b>Unit 1:</b> T24, T41, T43, T46, T49, T51, T53, T55, T57, T62, T63, T65, T66, T69, T71, T75, T77, T79, T82, T83, T84, T85, T87, T90, T91, T92, T93, T94, T95, T109, T111, T114, T117, T123, T128, T129, T130, T131, T132, T133, T134, T137, T139, T144, T150, T153, T158, T160, T161, T162, T168, T169, T170, T171, T174, T175, T186, T197, T188, T189, T191, T201, T202, T203, T205, T212, T213, T214, T215, T216, T217, T222, T223, T224, T225, T226, T227, T232, T233, T234, T235, T237, T238, T250, T251, T252, T253, T254, T255, T261, T263, T265, T267, T269, T271, T278, T279, T280, T281, T282, T283, T284, T287, T289, T291, T296, T297, T298, T299, T300, T301, T302, T305, T307, T314, T315, T316, T317, T318, T320, T324, T325, T326, T327, T329, T331</p> <p><b>Unit 2:</b> T22, T23, T24, T25, T34, T35, T36, T37, T43, T45, T52, T54, T55, T56, T64, T65, T66, T67, T76, T77, T78, T92, T93, T94, T95, T98, T101, T103, T107, T112, T113, T114, T115, T126, T127, T128, T129, T138, T139, T140, T141, T146, T147, T148, T150, T151, T162, T163, T164, T165, T175, T176, T177, T184, T185, T186, T187, T190, T196, T197, T198, T199, T204, T205, T206, T207, T208, T220, T221, T222, T223, T229, T231, T233, T235, T239, T241, T246, T247, T248, T249, T262, T263, T264, T265, T275, T278, T280, T281, T283, T286, T287, T288, T289, T291</p> <p><b>Unit 3:</b> T22, T23, T25, T34, T35, T41, T43, T45, T47, T51, T52, T53, T68, T69, T70, T71, T72, T73, T76, T77, T80, T92, T93, T94, T101, T105, T109, T113, T118, T119, T120, T122, T134, T135, T148, T149, T150, T151, T152, T153, T156, T157, T158, T159, T160, T172, T173, T178, T184, T185, T186, T192, T193, T198, T199, T200, T201, T206, T207, T208, T210, T222, T223, T231, T233, T246, T247, T259, T260, T261, T274, T275, T276, T278, T282, T283, T285</p> <p><b>Unit 4:</b> T22, T24, T26, T27, T36, T37, T38, T39, T42, T45, T47, T49, T53, T59, T60, T61, T78, T79, T80, T81, T88, T89, T90, T91, T93, T94, T95, T106, T107, T108, T109, T110, T111, T114, T117, T119, T121, T123, T125, T130, T131, T132, T133, T134, T142, T143, T144, T145, T146, T154, T155, T156, T157, T158, T166, T167, T168, T169, T170, T171, T184, T185, T186, T187, T190, T193, T196, T197, T198, T199, T206, T207, T208, T209, T211, T214, T215, T216, T217, T219, T221, T222, T223, T224, T225, T227, T228, T240, T241, T242, T243, T251, T253, T255, T259, T266, T267, T268, T269, T282, T283, T284, T285, T286, T295, T297, T298, T299, T300, T301, T306, T305, T306, T307, T308, T309, T310, T311</p> <p><b>Unit 5:</b> T22, T23, T24, T25, T30, T31, T34, T35, T36, T37, T43, T47, T52, T53, T54, T55, T56, T67, T68, T69, T70, T71, T72, T73, T76, T77, T79, T80, T81, T92, T93, T94, T95, T98, T101, T105, T107, T112, T113, T114, T115, T116, T124, T125, T126, T127, T138, T139, T140, T141, T142, T143, T146, T147, T148, T164, T165, T166, T167, T176, T177, T178, T179, T183, T186, T187, T188, T189, T194, T195, T199, T202, T203, T204, T206, T218, T219, T220, T221, T229, T231, T239, T242, T243, T244, T245, T258, T259, T260, T261, T262, T274, T275, T276, T277, T278, T282, T283</p> <p><b>Unit 6:</b> T22, T23, T24, T25, T34, T35, T36, T37, T43, T47, T49, T51, T54, T55, T56, T57, T58, T66, T67, T68, T69, T70, T72, T82, T83, T84, T85, T98, T99, T100, T101, T104, T107, T109, T111, T113, T115, T120, T121, T122, T123, T124, T134, T135, T136, T137, T138, T148, T149, T150, T151, T152, T153, T154, T157, T158, T159, T160, T161, T162, T164, T176, T177, T178, T179, T180, T184, T190, T191, T192, T193, T194, T199, T200, T201, T202, T203, T208, T209, T210, T211, T216, T217, T218, T219, T220, T222, T234, T235, T236, T237, T243, T245, T253, T255, T257, T259, T260, T261, T263, T274, T275, T276, T277, T292, T293, T294, T295, T296, T299, T302, T303, T304, T305, T306, T309</p> <p><b>Unit 7:</b> T22, T24, T25, T25, T34, T35, T36, T37, T40, T43, T45, T47, T49, T51, T53, T56, T57, T58, T59, T60, T70, T71, T72, T73, T74, T76, T86, T87, T88, T89, T90, T102, T103, T105, T111, T113, T115, T117, T119, T121, T126, T127, T128, T129, T130, T144, T145, T146, T147, T148, T158, T159, T160, T161, T162, T163, T164, T165, T167, T168, T169, T170, T171, T174, T186, T187, T188, T189, T190, T194, T197, T200, T201, T202, T203, T204, T210, T211, T212, T213, T218, T219, T220, T221, T226, T227, T228, T229, T230, T244, T245, T246, T247, T253, T255, T257, T259, T261, T263, T265, T267, T269, T271, T274, T275, T276, T277, T292, T293, T294, T295, T310, T311, T312, T313, T314, T319, T322, T323, T324, T326</p> <p><b>Unit 8:</b> T22, T23, T24, T25, T36, T37, T38, T39, T49, T53, T55, T58, T59, T60, T61, T62, T78, T79, T80, T81, T83, T84, T88, T90, T91, T92, T94, T106, T107, T108, T109, T115, T117, T119, T121, T123, T125, T127, T130, T131, T132, T133, T134, T146, T147, T148, T149, T150, T160, T161, T162, T163, T164, T165, T166, T167, T170, T172, T173, T174, T176, T188, T189, T192, T198, T199, T200, T201, T202, T208, T209, T214, T215, T216, T217, T222, T223, T224, T238, T239, T245, T247, T249, T262, T263, T264, T265, T276, T277, T281, T283, T285, T287, T292, T293, T295, T296, T300, T301</p>

## Unit 2: Phonemic Awareness and Phonics

<b>Reading Essentials</b>
<b>Unit 2: Phonemic Awareness and Phonics</b>
<b>1b. Demonstrate understand of phonological awareness by doing the following: Demonstrating that a sequence of letters in a word represents the sequence of sounds heard or spoken in that word by repeating or saying the sounds in sequence seen or heard. (ELA-1-E1)</b>
<b>Unit 1:</b> T39, T61, T81, T97, T241, T277, T323, T333 <b>Unit 2:</b> T33, T138 <b>Unit 3:</b> T24, T25, T27, T28, T51, T75, T119, T222, T246 <b>Unit 4:</b> T44-T55, T87, T116, T127, T195, T248, T262 <b>Unit 5:</b> T43, T51, T75, T105, T107, T155, T193, T227, T233 <b>Unit 6:</b> T45, T109, T147, T167, T259, T291 <b>Unit 7:</b> T121, T123, T125, T235 <b>Unit 8:</b> T145, T159, T197, T207, T229, T261, T275

<b>Reading Essentials</b>
<b>Unit 2: Phonemic Awareness and Phonics</b>
<b>1c. Demonstrate understand of phonological awareness by doing the following: Identifying when words begin with the same sound. (ELA-1-E1)</b>
<b>Unit 4:</b> T26, T38, T39, T60, T80, T111, T119, T121, T132, T133, T144, T145, T156, T157, T168, T169, T186, T187, T217, T224, T225, T242, T243, T300, T301, T308, T309, T311 <b>Unit 5:</b> T22, T23, T25, T34, T35, T36, T37, T53, T54, T55, T68, T69, T70, T71, T77, T78, T93, T107, T113, T114, T115, T124, T125, T126, T127, T138, T166, T167, T176, T177, T178, T179, T188, T189, T194, T195, T203, T204, T205, T218, T229, T243, T244, T245, T258, T259, T260, T261, T275, T283, T285 <b>Unit 6:</b> T23, T24, T25, T34, &35, T36, T37, T54, T55, T56, T57, T66, T67, T68, T69, T82, T83, T84, T85, T122, T123, T135, T136, T137, T148, T149, T150, T159, T160, T161, T162, T163, T178, T179, T192, T193, T200, T201, T202, T203, T208, T210, T211, T220, T221, T236, T237, T263, T274, T276, T277, T294, T295, T305, T306 <b>Unit 7:</b> T24, T36, T58, T88, T128, T144, T158, T160, T161, T170, T171, T172, T187, T188, T201, T202, T212, T218, T220, T226, T227, T228, T244, T245, T246, T247, T274, T275, T276, T292, T293, T294, T311, T312, T314, T323, T324 <b>Unit 8:</b> T24, T38, T60, T108, T132, T148, T162, T188, T199, T208, T214, T215, T222, T238, T276, T292, T300, T302

<b>Reading Essentials</b>
<b>Unit 2: Phonemic Awareness and Phonics</b>
<b>1d. Demonstrate understand of phonological awareness by doing the following: Listening to three sounds (phonemes) and recognizing that two are the same. (ELA-1-E1)</b>
<b>Unit 5:</b> T139, T147, T165, T187, T219 <b>Unit 6:</b> T23, T70, T71 <b>Unit 7:</b> T23, T35, T57, T71, T74, T87, T103, T127

<b>Reading Essentials</b>
<b>Unit 2: Phonemic Awareness and Phonics</b>
<b>1e. Demonstrate understand of phonological awareness by doing the following: Listening to and deleting or adding a beginning, a middle, or a final sound to a word. (ELA-1-E1)</b>
<b>Unit 4:</b> T93, T156, T199, T227
<b>Unit 5:</b> T197, T276, T277
<b>Unit 6:</b> T23, T67, T83, T99, T121, T135, T149, T158, T159, T162, T177, T180, T181, T191, T201, T216, T217, T220, T221, T235, T261, T275, T293, T296, T297, T303, T306, T307
<b>Unit 7:</b> T23, T35, T57, T59, T71, T74, T87, T103, T127, T145, T159, T169, T189, T226, T244, T314, T325
<b>Unit 8:</b> T23, T25, T37, T39, T59, T61, T78, T79, T81, T90, T92, T107, T131, T147, T161, T239, T262, T264, T277, T293, T301

<b>Reading Essentials</b>
<b>Unit 2: Phonemic Awareness and Phonics</b>
<b>1f. Demonstrate understand of phonological awareness by doing the following: Orally segmenting individual sounds (phonemes) in words that have two to five sounds. (ELA-1-E1)</b>
<b>Unit 3:</b> T275, T282, T283
<b>Unit 5:</b> T139, T148, T165, T187, T219
<b>Unit 6:</b> T181
<b>Unit 7:</b> T23, T35, T57, T71, T87, T103, T127, T145, T159, T169, T187, T201, T211, T219, T227, T245, T275, T292, T293, T311, T323
<b>Unit 8:</b> T23, T37, T59, T79, T90, T107, T131, T161, T172, T293, T301

<b>Reading Essentials</b>
<b>Unit 2: Phonemic Awareness and Phonics</b>
<b>1g. Demonstrate understand of phonological awareness by doing the following: Isolating and saying the beginning and final sounds (phonemes) of a spoken word. (ELA-1-E1)</b>
<b>Unit 4:</b> T26, T38, T39, T60, T80, T111, T119, T121, T132, T133, T144, T145, T156, T157, T168, T169, T186, T187, T217, T224, T225, T242, T243, T300, T301, T308, T309, T311
<b>Unit 5:</b> T22, T23, T25, T34, T35, T36, T37, T53, T54, T55, T68, T69, T70, T71, T77, T78, T93, T107, T113, T114, T115, T124, T125, T126, T127, T138, T166, T167, T176, T177, T178, T179, T188, T189, T194, T195, T203, T204, T205, T218, T229, T243, T244, T245, T258, T259, T260, T261, T275, T283, T285
<b>Unit 6:</b> T23, T24, T25, T34, &35, T36, T37, T54, T55, T56, T57, T66, T67, T68, T69, T82, T83, T84, T85, T122, T123, T135, T136, T137, T148, T149, T150, T159, T160, T161, T162, T163, T178, T179, T192, T193, T200, T201, T202, T203, T208, T210, T211, T220, T221, T236, T237, T263, T274, T276, T277, T294, T295, T305, T306
<b>Unit 7:</b> T24, T36, T58, T88, T128, T144, T158, T160, T161, T170, T171, T172, T187, T188, T201, T202, T212, T218, T220, T226, T227, T228, T244, T245, T246, T247, T274, T275, T276, T292, T293, T294, T311, T312, T314, T323, T324
<b>Unit 8:</b> T24, T38, T60, T108, T132, T148, T162, T188, T199, T208, T214, T215, T222, T238, T276, T292, T300, T302

<b>Reading Essentials</b>
<b>Unit 2: Phonemic Awareness and Phonics</b>
<b>1h. Demonstrate understanding of phonological awareness by doing the following: Clapping/tapping to match each individual syllable of a spoken word. (ELA-1-E1)</b>
<b>Unit 3:</b> T157, T173, T185, T193, T199, T207, T223
<b>Unit 4:</b> T58, T166, T171
<b>Unit 7:</b> T22, T34, T35, T57, T71, T87
<b>Unit 8:</b> T36

<b>Reading Essentials</b>
<b>Unit 2: Phonemic Awareness and Phonics</b>
<b>2a. Demonstrate understanding of alphabetic principle by doing the following: Distinguishing and naming all uppercase and lower case letters. (ELA-1-E1)</b>
<b>Unit 1:</b> T53, T55, T62, T69, T108, T110, T123, T130, T132, T137, T139, T146, T148, T149, T153, T160, T170, T171, T190, T204, T214, T215, T226, T234, T235, T237, T254, T263, T265, T280, T282, T298, T300, T316, T318, T327
<b>Unit 2:</b> T25, T37, T43, T55, T66, T78, T95, T103, T107, T112, T114, T115, T116, T125, T126, T128, T129, T138, T141, T146, T148, T164, T165, T176, T186, T187, T198, T199, T206, T208, T223, T239, T248, T249, T250, T261, T264, T265, T266, T278, T280, T281, T288
<b>Unit 3:</b> T25, T35, T41, T47, T52, T53, T70, T71, T94, T101, T109, T120, T121, T158, T206, T208, T233, T282, T284, T285
<b>Unit 4:</b> T35, T49, T57, T77, T87, T92, T97, T129, T141, T153, T165, T170, T175, T199, T206, T226, T282, T310
<b>Unit 5:</b> T24, T55, T114, T126, T178, T186, T188, T231, T244
<b>Unit 6:</b> T22, T24, T36, T49, T51, T53, T56, T57, T65, T68, T85, T100, T113, T115, T122, T150, T151, T178, T180, T181, T187, T202, T210, T211, T234, T236, T257, T273, T277, T294
<b>Unit 7:</b> T24, T45, T47, T59, T89, T104, T111, T113, T117, T126, T146, T160, T161, T197, T202, T212, T220, T228, T246, T253, T269, T295, T312
<b>Unit 8:</b> T39, T53, T60, T108, T123, T127, T132, T245, T261, T275, T281, T291



<b>Reading Essentials</b>
<b>Unit 2: Phonemic Awareness and Phonics</b>
<b>2b. Demonstrate understanding of alphabetic principle by doing the following: Identifying own first and last name. (ELA-1-E1)</b>
<b>Unit 1:</b> T173, T236, T237, T328  <b>Unit 2:</b> T130, T149, T180, T181, T207, T208  <b>Unit 3:</b> T43, T78, T79, T80, T109, T158, T159, T208, T233, T282, T284  <b>Unit 4:</b> T49, T92, T93, T121, T170, T226, T249, T298, T310, T311  <b>Unit 5:</b> T56, T103, T128, T151, T196, T197, T263, T285  <b>Unit 6:</b> T70, T148, T162, T180, T220, T234, T296, T306  <b>Unit 7:</b> T24, T43, T45, T49, T70, T74, T86, T113, T161, T172, T186, T190, T200, T255, T261, T314, T326  <b>Unit 8:</b> T22, T60, T78, T81, T91, T92, T109, T130, T133, T149, T163, T173, T174, T188, T189, T198, T200, T208, T209, T216, T223, T238, T239, T262, T263, T264, T276, T277, T281, T292, T293, T301, T302

<b>Reading Essentials</b>
<b>Unit 2: Phonemic Awareness and Phonics</b>
<b>7b. Demonstrate understanding of book and print concepts by doing the following: Identifying periods, question marks, and exclamation marks and demonstrating knowledge that they are used at the end of a sentence. (ELA-1-E2)</b>
<b>Unit 1:</b> T329  <b>Unit 2:</b> T33, T51, T63, T137, T153, T173, T183, T195, T231, T241, T245, T250, T277, T293  <b>Unit 3:</b> T103, T113, T159, T163, T206, T213, T233, T237, T239, T285, T289  <b>Unit 4:</b> T47, T53, T117, T123, T125, T227, T251, T255, T311  <b>Unit 5:</b> T83, T101, T105, T107, T229  <b>Unit 6:</b> T89, T189, T167, T199, T207, T259, T291, T311  <b>Unit 7:</b> T186, T190, T267  <b>Unit 8:</b> T117, T223, T224, T261

<b>Reading Essentials</b>
<b>Unit 2: Phonemic Awareness and Phonics</b>
<b>28. Demonstrate an understanding of letter placement in text by writing letters and words from left to right and top to bottom on a page. (ELA-3-E1)</b>
<b>Unit 1:</b> T108, T109, T130, T131, T147, T161, T189, T203, T215, T225, T226, T234, T238, T253, T278, T281, T299, T317
<b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T150, T164, T176, T177, T186, T198, T222, T248, T265, T281, T288, T291
<b>Unit 3:</b> T213, T223, T277, T289
<b>Unit 4:</b> T27, T35, T57, T61, T77, T81, T87, T91, T94, T97, T111, T129, T133, T141, T145, T153, T157, T165, T169, T175, T187, T199, T209, T217, T225, T228, T243, T269, T285, T301, T309, T313
<b>Unit 5:</b> T37, T71, T79, T83, T95, T127, T142, T143, T155, T179, T206, T209, T221, T261, T289
<b>Unit 6:</b> T25, T37, T69, T86, T89, T101, T123, T137, T161, T164, T167, T193, T203, T219, T225, T237, T263, T295, T299, T311
<b>Unit 7:</b> T25, T37, T73, T93, T105, T129, T171, T177, T203, T213, T217, T229, T235, T331
<b>Unit 8:</b> T97, T179, T224, T229, T305, T307

<b>Reading Essentials</b>
<b>Unit 2: Phonemic Awareness and Phonics</b>
<b>29. Print all uppercase and lowercase letters. (ELA-3-E1)</b>
<b>Unit 1:</b> T108, T109, T130, T131, T147, T161, T189, T203, T215, T225, T226, T234, T238, T253, T278, T281, T299, T317
<b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T150, T164, T176, T177, T186, T198, T222, T248, T265, T281, T288, T291
<b>Unit 3:</b> T213, T223, T277, T289
<b>Unit 4:</b> T27, T35, T57, T61, T77, T81, T87, T91, T94, T97, T111, T129, T133, T141, T145, T153, T157, T165, T169, T175, T187, T199, T209, T217, T225, T228, T243, T269, T285, T301, T309, T313
<b>Unit 5:</b> T37, T71, T79, T83, T95, T127, T142, T143, T155, T179, T206, T209, T221, T261, T289
<b>Unit 6:</b> T25, T37, T69, T86, T89, T101, T123, T137, T161, T164, T167, T193, T203, T219, T225, T237, T263, T295, T299, T311
<b>Unit 7:</b> T25, T37, T73, T93, T105, T129, T171, T177, T203, T213, T217, T229, T235, T331
<b>Unit 8:</b> T97, T179, T224, T229, T305, T307

<b>Reading Essentials</b>
<b>Unit 2: Phonemic Awareness and Phonics</b>
<b>31. Identify and use uppercase letters at the beginning of own first and last names. (ELA-3-E2)</b>
<b>Unit 1:</b> T24, T40, T53, T82
<b>Unit 2:</b> T53, T279, T287
<b>Unit 4:</b> T58
<b>Unit 5:</b> T70
<b>Unit 6:</b> T53

<b>Reading Essentials</b>
<b>Unit 2: Phonemic Awareness and Phonics</b>
<b>35. Give and follow one- and two-step verbal and nonverbal directions without interrupting. (ELA-4-E2)</b>
<p><b>Unit 1:</b> T24, T41, T43, T46, T49, T51, T53, T55, T57, T62, T63, T65, T66, T69, T71, T75, T77, T79, T82, T83, T84, T85, T87, T90, T91, T92, T93, T94, T95, T109, T111, T114, T117, T123, T128, T129, T130, T131, T132, T133, T134, T137, T139, T144, T150, T153, T158, T160, T161, T162, T168, T169, T170, T171, T174, T175, T186, T197, T188, T189, T191, T201, T202, T203, T205, T212, T213, T214, T215, T216, T217, T222, T223, T224, T225, T226, T227, T232, T233, T234, T235, T237, T238, T250, T251, T252, T253, T254, T255, T261, T263, T265, T267, T269, T271, T278, T279, T280, T281, T282, T283, T284, T287, T289, T291, T296, T297, T298, T299, T300, T301, T302, T305, T307, T314, T315, T316, T317, T318, T320, T324, T325, T326, T327, T329, T331</p> <p><b>Unit 2:</b> T22, T23, T24, T25, T34, T35, T36, T37, T43, T45, T52, T54, T55, T56, T64, T65, T66, T67, T76, T77, T78, T92, T93, T94, T95, T98, T101, T103, T107, T112, T113, T114, T115, T126, T127, T128, T129, T138, T139, T140, T141, T146, T147, T148, T150, T151, T162, T163, T164, T165, T175, T176, T177, T184, T185, T186, T187, T190, T196, T197, T198, T199, T204, T205, T206, T207, T208, T220, T221, T222, T223, T229, T231, T233, T235, T239, T241, T246, T247, T248, T249, T262, T263, T264, T265, T275, T278, T280, T281, T283, T286, T287, T288, T289, T291</p> <p><b>Unit 3:</b> T22, T23, T25, T34, T35, T41, T43, T45, T47, T51, T52, T53, T68, T69, T70, T71, T72, T73, T76, T77, T80, T92, T93, T94, T101, T105, T109, T113, T118, T119, T120, T122, T134, T135, T148, T149, T150, T151, T152, T153, T156, T157, T158, T159, T160, T172, T173, T178, T184, T185, T186, T192, T193, T198, T199, T200, T201, T206, T207, T208, T210, T222, T223, T231, T233, T246, T247, T259, T260, T261, T274, T275, T276, T278, T282, T283, T285</p> <p><b>Unit 4:</b> T22, T24, T26, T27, T36, T37, T38, T39, T42, T45, T47, T49, T53, T59, T60, T61, T78, T79, T80, T81, T88, T89, T90, T91, T93, T94, T95, T106, T107, T108, T109, T110, T111, T114, T117, T119, T121, T123, T125, T130, T131, T132, T133, T134, T142, T143, T144, T145, T146, T154, T155, T156, T157, T158, T166, T167, T168, T169, T170, T171, T184, T185, T186, T187, T190, T193, T196, T197, T198, T199, T206, T207, T208, T209, T211, T214, T215, T216, T217, T219, T221, T222, T223, T224, T225, T227, T228, T240, T241, T242, T243, T251, T253, T255, T259, T266, T267, T268, T269, T282, T283, T284, T285, T286, T295, T297, T298, T299, T300, T301, T306, T305, T306, T307, T308, T309, T310, T311</p> <p><b>Unit 5:</b> T22, T23, T24, T25, T30, T31, T34, T35, T36, T37, T43, T47, T52, T53, T54, T55, T56, T67, T68, T69, T70, T71, T72, T73, T76, T77, T79, T80, T81, T92, T93, T94, T95, T98, T101, T105, T107, T112, T113, T114, T115, T116, T124, T125, T126, T127, T138, T139, T140, T141, T142, T143, T146, T147, T148, T164, T165, T166, T167, T176, T177, T178, T179, T183, T186, T187, T188, T189, T194, T195, T199, T202, T203, T204, T206, T218, T219, T220, T221, T229, T231, T239, T242, T243, T244, T245, T258, T259, T260, T261, T262, T274, T275, T276, T277, T278, T282, T283</p> <p><b>Unit 6:</b> T22, T23, T24, T25, T34, T35, T36, T37, T43, T47, T49, T51, T54, T55, T56, T57, T58, T66, T67, T68, T69, T70, T72, T82, T83, T84, T85, T98, T99, T100, T101, T104, T107, T109, T111, T113, T115, T120, T121, T122, T123, T124, T134, T135, T136, T137, T138, T148, T149, T150, T151, T152, T153, T154, T157, T158, T159, T160, T161, T162, T164, T176, T177, T178, T179, T180, T184, T190, T191, T192, T193, T194, T199, T200, T201, T202, T203, T208, T209, T210, T211, T216, T217, T218, T219, T220, T222, T234, T235, T236, T237, T243, T245, T253, T255, T257, T259, T260, T261, T263, T274, T275, T276, T277, T292, T293, T294, T295, T296, T299, T302, T303, T304, T305, T306, T309</p> <p><b>Unit 7:</b> T22, T24, T25, T25, T34, T35, T36, T37, T40, T43, T45, T47, T49, T51, T53, T56, T57, T58, T59, T60, T70, T71, T72, T73, T74, T76, T86, T87, T88, T89, T90, T102, T103, T105, T111, T113, T115, T117, T119, T121, T126, T127, T128, T129, T130, T144, T145, T146, T147, T148, T158, T159, T160, T161, T162, T163, T164, T165, T167, T168, T169, T170, T171, T174, T186, T187, T188, T189, T190, T194, T197, T200, T201, T202, T203, T204, T210, T211, T212, T213, T218, T219, T220, T221, T226, T227, T228, T229, T230, T244, T245, T246, T247, T253, T255, T257, T259, T261, T263, T265, T267, T269, T271, T274, T275, T276, T277, T292, T293, T294, T295, T310, T311, T312, T313, T314, T319, T322, T323, T324, T326</p> <p><b>Unit 8:</b> T22, T23, T24, T25, T36, T37, T38, T39, T49, T53, T55, T58, T59, T60, T61, T62, T78, T79, T80, T81, T83, T84, T88, T90, T91, T92, T94, T106, T107, T108, T109, T115, T117, T119, T121, T123, T125, T127, T130, T131, T132, T133, T134, T146, T147, T148, T149, T150, T160, T161, T162, T163, T164, T165, T166, T167, T170, T172, T173, T174, T176, T188, T189, T192, T198, T199, T200, T201, T202, T208, T209, T214, T215, T216, T217, T222, T223, T224, T238, T239, T245, T247, T249, T262, T263, T264, T265, T276, T277, T281, T283, T285, T287, T292, T293, T295, T296, T300, T301</p>

### Unit 3: Phonemic Awareness and Phonics

<b>Reading Essentials</b>
<b>Unit 3: Phonemic Awareness and Phonics</b>
<b>1a. Demonstrate understand of phonological awareness by doing the following: Creating rhyming words. (ELA-1-E1)</b>
<b>Unit 1:</b> T65, T85, T91, T93, T107, T111, T129, T133, T145, T149, T159, T163, T169, T187, T191, T201, T213, T223, T227, T233, T251, T277, T279, T283, T295, T297, T313, T315, T319, T323, T325, T333  <b>Unit 2:</b> T34, T52, T64, T76, T92, T112, T126, T138, T146, T184, T196, T204, T220, T262, T278, T286  <b>Unit 3:</b> T22, T52, T68, T76, T148, T172, T184, T192, T198, T206, T260, T274, T282, T285  <b>Unit 4:</b> T22, T58, T78, T93, T106, T130, T142, T154, T166, T171, T184, T193, T196, T214, T222, T306  <b>Unit 5:</b> T22, T52, T68, T76, T92, T112, T138, T146, T164, T173, T242, T274, T282  <b>Unit 6:</b> T34, T54, T66, T82, T98, T107, T109, T113, T162, T163, T176, T190, T208, T274, T292, T296, T297, T302  <b>Unit 7:</b> T22, T33, T69, T85, T93, T102, T143, T168, T210, T225, T244, T310, T322, T326, T327  <b>Unit 8:</b> T38, T60, T88, T92, T109, T130, T146, T162, T170, T195, T198, T208, T238, T262, T273, T281, T283, T285, T287, T292, T302

<b>Reading Essentials</b>
<b>Unit 3: Phonemic Awareness and Phonics</b>
<b>1b. Demonstrate understand of phonological awareness by doing the following: Demonstrating that a sequence of letters in a word represents the sequence of sounds heard or spoken in that word by repeating or saying the sounds in sequence seen or heard. (ELA-1-E1)</b>
<b>Unit 1:</b> T39, T61, T81, T97, T241, T277, T323, T333  <b>Unit 2:</b> T33, T138  <b>Unit 3:</b> T24, T25, T27, T28, T51, T75, T119, T222, T246  <b>Unit 4:</b> T44-T55, T87, T116, T127, T195, T248, T262  <b>Unit 5:</b> T43, T51, T75, T105, T107, T155, T193, T227, T233  <b>Unit 6:</b> T45, T109, T147, T167, T259, T291  <b>Unit 7:</b> T121, T123, T125, T235  <b>Unit 8:</b> T145, T159, T197, T207, T229, T261, T275

<b>Reading Essentials</b>
<b>Unit 3: Phonemic Awareness and Phonics</b>
<b>1c. Demonstrate understand of phonological awareness by doing the following: Identifying when words begin with the same sound. (ELA-1-E1)</b>
<b>Unit 4:</b> T26, T38, T39, T60, T80, T111, T119, T121, T132, T133, T144, T145, T156, T157, T168, T169, T186, T187, T217, T224, T225, T242, T243, T300, T301, T308, T309, T311  <b>Unit 5:</b> T22, T23, T25, T34, T35, T36, T37, T53, T54, T55, T68, T69, T70, T71, T77, T78, T93, T107, T113, T114, T115, T124, T125, T126, T127, T138, T166, T167, T176, T177, T178, T179, T188, T189, T194, T195, T203, T204, T205, T218, T229, T243, T244, T245, T258, T259, T260, T261, T275, T283, T285  <b>Unit 6:</b> T23, T24, T25, T34, &35, T36, T37, T54, T55, T56, T57, T66, T67, T68, T69, T82, T83, T84, T85, T122, T123, T135, T136, T137, T148, T149, T150, T159, T160, T161, T162, T163, T178, T179, T192, T193, T200, T201, T202, T203, T208, T210, T211, T220, T221, T236, T237, T263, T274, T276, T277, T294, T295, T305, T306  <b>Unit 7:</b> T24, T36, T58, T88, T128, T144, T158, T160, T161, T170, T171, T172, T187, T188, T201, T202, T212, T218, T220, T226, T227, T228, T244, T245, T246, T247, T274, T275, T276, T292, T293, T294, T311, T312, T314, T323, T324  <b>Unit 8:</b> T24, T38, T60, T108, T132, T148, T162, T188, T199, T208, T214, T215, T222, T238, T276, T292, T300, T302

<b>Reading Essentials</b>
<b>Unit 3: Phonemic Awareness and Phonics</b>
<b>1d. Demonstrate understand of phonological awareness by doing the following: Listening to three sounds (phonemes) and recognizing that two are the same. (ELA-1-E1)</b>
<b>Unit 5:</b> T139, T147, T165, T187, T219  <b>Unit 6:</b> T23, T70, T71  <b>Unit 7:</b> T23, T35, T57, T71, T74, T87, T103, T127

<b>Reading Essentials</b>
<b>Unit 3: Phonemic Awareness and Phonics</b>
<b>1e. Demonstrate understand of phonological awareness by doing the following: Listening to and deleting or adding a beginning, a middle, or a final sound to a word. (ELA-1-E1)</b>
<b>Unit 4:</b> T93, T156, T199, T227  <b>Unit 5:</b> T197, T276, T277  <b>Unit 6:</b> T23, T67, T83, T99, T121, T135, T149, T158, T159, T162, T177, T180, T181, T191, T201, T216, T217, T220, T221, T235, T261, T275, T293, T296, T297, T303, T306, T307  <b>Unit 7:</b> T23, T35, T57, T59, T71, T74, T87, T103, T127, T145, T159, T169, T189, T226, T244, T314, T325  <b>Unit 8:</b> T23, T25, T37, T39, T59, T61, T78, T79, T81, T90, T92, T107, T131, T147, T161, T239, T262, T264, T277, T293, T301

<b>Reading Essentials</b>
<b>Unit 3: Phonemic Awareness and Phonics</b>
<b>If. Demonstrate understand of phonological awareness by doing the following: Orally segmenting individual sounds (phonemes) in words that have two to five sounds. (ELA-1-E1)</b>
<b>Unit 3:</b> T275, T282, T283
<b>Unit 5:</b> T139, T148, T165, T187, T219
<b>Unit 6:</b> T181
<b>Unit 7:</b> T23, T35, T57, T71, T87, T103, T127, T145, T159, T169, T187, T201, T211, T219, T227, T245, T275, T292, T293, T311, T323
<b>Unit 8:</b> T23, T37, T59, T79, T90, T107, T131, T161, T172, T293, T301

<b>Reading Essentials</b>
<b>Unit 3: Phonemic Awareness and Phonics</b>
<b>1g. Demonstrate understand of phonological awareness by doing the following: Isolating and saying the beginning and final sounds (phonemes) of a spoken word. (ELA-1-E1)</b>
<b>Unit 4:</b> T26, T38, T39, T60, T80, T111, T119, T121, T132, T133, T144, T145, T156, T157, T168, T169, T186, T187, T217, T224, T225, T242, T243, T300, T301, T308, T309, T311
<b>Unit 5:</b> T22, T23, T25, T34, T35, T36, T37, T53, T54, T55, T68, T69, T70, T71, T77, T78, T93, T107, T113, T114, T115, T124, T125, T126, T127, T138, T166, T167, T176, T177, T178, T179, T188, T189, T194, T195, T203, T204, T205, T218, T229, T243, T244, T245, T258, T259, T260, T261, T275, T283, T285
<b>Unit 6:</b> T23, T24, T25, T34, &35, T36, T37, T54, T55, T56, T57, T66, T67, T68, T69, T82, T83, T84, T85, T122, T123, T135, T136, T137, T148, T149, T150, T159, T160, T161, T162, T163, T178, T179, T192, T193, T200, T201, T202, T203, T208, T210, T211, T220, T221, T236, T237, T263, T274, T276, T277, T294, T295, T305, T306
<b>Unit 7:</b> T24, T36, T58, T88, T128, T144, T158, T160, T161, T170, T171, T172, T187, T188, T201, T202, T212, T218, T220, T226, T227, T228, T244, T245, T246, T247, T274, T275, T276, T292, T293, T294, T311, T312, T314, T323, T324
<b>Unit 8:</b> T24, T38, T60, T108, T132, T148, T162, T188, T199, T208, T214, T215, T222, T238, T276, T292, T300, T302

<b>Reading Essentials</b>
<b>Unit 3: Phonemic Awareness and Phonics</b>
<b>1h. Demonstrate understanding of phonological awareness by doing the following: Clapping/tapping to match each individual syllable of a spoken word. (ELA-1-E1)</b>
<b>Unit 3:</b> T157, T173, T185, T193, T199, T207, T223
<b>Unit 4:</b> T58, T166, T171
<b>Unit 7:</b> T22, T34, T35, T57, T71, T87
<b>Unit 8:</b> T36

<b>Reading Essentials</b>
<b>Unit 3: Phonemic Awareness and Phonics</b>
<b>2a. Demonstrate understanding of alphabetic principle by doing the following: Distinguishing and naming all uppercase and lower case letters. (ELA-1-E1)</b>
<p><b>Unit 1:</b> T53, T55, T62, T69, T108, T110, T123, T130, T132, T137, T139, T146, T148, T149, T153, T160, T170, T171, T190, T204, T214, T215, T226, T234, T235, T237, T254, T263, T265, T280, T282, T298, T300, T316, T318, T327</p> <p><b>Unit 2:</b> T25, T37, T43, T55, T66, T78, T95, T103, T107, T112, T114, T115, T116, T125, T126, T128, T129, T138, T141, T146, T148, T164, T165, T176, T186, T187, T198, T199, T206, T208, T223, T239, T248, T249, T250, T261, T264, T265, T266, T278, T280, T281, T288</p> <p><b>Unit 3:</b> T25, T35, T41, T47, T52, T53, T70, T71, T94, T101, T109, T120, T121, T158, T206, T208, T233, T282, T284, T285</p> <p><b>Unit 4:</b> T35, T49, T57, T77, T87, T92, T97, T129, T141, T153, T165, T170, T175, T199, T206, T226, T282, T310</p> <p><b>Unit 5:</b> T24, T55, T114, T126, T178, T186, T188, T231, T244</p> <p><b>Unit 6:</b> T22, T24, T36, T49, T51, T53, T56, T57, T65, T68, T85, T100, T113, T115, T122, T150, T151, T178, T180, T181, T187, T202, T210, T211, T234, T236, T257, T273, T277, T294</p> <p><b>Unit 7:</b> T24, T45, T47, T59, T89, T104, T111, T113, T117, T126, T146, T160, T161, T197, T202, T212, T220, T228, T246, T253, T269, T295, T312</p> <p><b>Unit 8:</b> T39, T53, T60, T108, T123, T127, T132, T245, T261, T275, T281, T291</p>

<b>Reading Essentials</b>
<b>Unit 3: Phonemic Awareness and Phonics</b>
<b>2b. Demonstrate understanding of alphabetic principle by doing the following: Identifying own first and last name. (ELA-1-E1)</b>
<p><b>Unit 1:</b> T173, T236, T237, T328</p> <p><b>Unit 2:</b> T130, T149, T180, T181, T207, T208</p> <p><b>Unit 3:</b> T43, T78, T79, T80, T109, T158, T159, T208, T233, T282, T284</p> <p><b>Unit 4:</b> T49, T92, T93, T121, T170, T226, T249, T298, T310, T311</p> <p><b>Unit 5:</b> T56, T103, T128, T151, T196, T197, T263, T285</p> <p><b>Unit 6:</b> T70, T148, T162, T180, T220, T234, T296, T306</p> <p><b>Unit 7:</b> T24, T43, T45, T49, T70, T74, T86, T113, T161, T172, T186, T190, T200, T255, T261, T314, T326</p> <p><b>Unit 8:</b> T22, T60, T78, T81, T91, T92, T109, T130, T133, T149, T163, T173, T174, T188, T189, T198, T200, T208, T209, T216, T223, T238, T239, T262, T263, T264, T276, T277, T281, T292, T293, T301, T302</p>

<b>Reading Essentials</b>
<b>Unit 3: Phonemic Awareness and Phonics</b>
<b>3a. Demonstrate understanding of phonics by doing the following: Matching each consonant or short vowel sound to the appropriate letter. (ELA-1-E1)</b>
<p><b>Unit 4:</b> T26, T27, T38, T39, T47, T60, T61, T80, T90, T91, T109, T110, T111, T119, T121, T132, T133, T145, T156, T157, T168, T169, T186, T187, T190, T199, T206, T209, T216, T217, T224, T225, T242, T243, T251, T253, T282, T286, T300, T301, T308, T309, T311</p> <p><b>Unit 5:</b> T22, T23, T24, T25, T36, T37, T54, T55, T68, T70, T71, T77, T78, T79, T93, T95, T107, T113, T114, T115, T124, T125, T126, T127, T140, T141, T148, T166, T176, T177, T178, T179, T186, T188, T189, T194, T195, T203, T204, T205, T218, T220, T221, T229, T242, T243, T244, T245, T258, T260, T261, T262, T285</p> <p><b>Unit 6:</b> T22, T23, T24, T25, T34, T35, T36, T37, T55, T56, T57, T67, T68, T69, T70, T71, T83, T84, T85, T100, T101, T120, T122, T123, T134, T136, T137, T148, T150, T151, T158, T160, T161, T162, T163, T178, T180, T181, T192, T193, T200, T202, T203, T208, T210, T211, T216, T218, T219, T220, T221, T234, T236, T237, T263, T274, T276, T277, T294, T295, T296, T304, T306, T307</p> <p><b>Unit 7:</b> T23, T24, T25, T35, T36, T37, T57, T59, T71, T72, T73, T74, T87, T88, T89, T103, T104, T105, T127, T128, T129, T145, T146, T147, T159, T160, T161, T169, T170, T171, T172, T186, T188, T189, T190, T202, T203, T212, T213, T220, T226, T228, T229, T244, T246, T277, T292, T294, T295, T312, T313, T314, T324, T325, T326</p> <p><b>Unit 8:</b> T22, T23, T24, T25, T37, T39, T59, T60, T61, T78, T79, T80, T81, T90, T91, T107, T108, T131, T132, T133, T147, T148, T160, T161, T162, T172, T174, T188, T189, T198, T200, T208, T214, T223, T224, T239, T264, T276, T292, T293, T302</p>

<b>Reading Essentials</b>
<b>Unit 3: Phonemic Awareness and Phonics</b>
<b>3b. Demonstrate understanding of phonics by doing the following: Decoding simple one-syllable words. (ELA-1-E1)</b>
<p><b>Unit 1:</b> T173, T236, T237, T328</p> <p><b>Unit 2:</b> T130, T149, T180, T181, T207, T208</p> <p><b>Unit 3:</b> T43, T78, T79, T80, T109, T158, T159, T208, T233, T282, T284</p> <p><b>Unit 4:</b> T49, T92, T93, T121, T170, T226, T249, T298, T310, T311</p> <p><b>Unit 5:</b> T56, T103, T128, T151, T196, T197, T263, T285</p> <p><b>Unit 6:</b> T70, T148, T162, T180, T220, T234, T296, T306</p> <p><b>Unit 7:</b> T24, T43, T45, T49, T70, T74, T86, T113, T161, T172, T186, T190, T200, T255, T261, T314, T326</p> <p><b>Unit 8:</b> T22, T60, T78, T81, T91, T92, T109, T130, T133, T149, T163, T173, T174, T188, T189, T198, T200, T208, T209, T216, T223, T238, T239, T262, T263, T264, T276, T277, T281, T292, T293, T301, T302</p>



<b>Reading Essentials</b>
<b>Unit 3: Phonemic Awareness and Phonics</b>
<b>5. Read books with predictable, repetitive text and simple illustrations. (ELA-1-E1)</b>
<b>Unit 1:</b> T173, T236, T328  <b>Unit 2:</b> T79, T149, T207, T289  <b>Unit 3:</b> T78, T79, T158, T159, T208, T209, T284, T285  <b>Unit 4:</b> T92, T93, T170, T171, T226, T227, T310, T311  <b>Unit 5:</b> T151, T196, T197, T263, T284, T285  <b>Unit 6:</b> T70, T71, T162, T163, T180, T181, T220, T221, T296, T297, T306, T307  <b>Unit 7:</b> T74, T75, T172, T173, T190, T191, T230, T231, T314, T315, T326, T327  <b>Unit 8:</b> T92, T93, T174, T175, T224, T225, T302L, T303

<b>Reading Essentials</b>
<b>Unit 3: Phonemic Awareness and Phonics</b>
<b>7b. Demonstrate understanding of book and print concepts by doing the following: Identifying periods, question marks, and exclamation marks and demonstrating knowledge that they are used at the end of a sentence. (ELA-1-E2)</b>
<b>Unit 1:</b> T329  <b>Unit 2:</b> T33, T51, T63, T137, T153, T173, T183, T195, T231, T241, T245, T250, T277, T293  <b>Unit 3:</b> T103, T113, T159, T163, T206, T213, T233, T237, T239, T285, T289  <b>Unit 4:</b> T47, T53, T117, T123, T125, T227, T251, T255, T311  <b>Unit 5:</b> T83, T101, T105, T107, T229  <b>Unit 6:</b> T89, T189, T167, T199, T207, T259, T291, T311  <b>Unit 7:</b> T186, T190, T267  <b>Unit 8:</b> T117, T223, T224, T261

<b>Reading Essentials</b>
<b>Unit 3: Phonemic Awareness and Phonics</b>
<b>7c. Demonstrate understanding of book and print concepts by doing the following: Isolating individual words in print. (ELA-1-E2)</b>
<b>Unit 1:</b> T89  <b>Unit 2:</b> T23, T35, T52, T64, T75, T93, T98, T113, T127, T139, T147  <b>Unit 3:</b> T22, T76, T118, T222, T246  <b>Unit 4:</b> T154, T184, T214, T222, T266  <b>Unit 5:</b> T124, T202, T282  <b>Unit 6:</b> T66, T148, T200  <b>Unit 7:</b> T86, T126, T210, T230, T310  <b>Unit 8:</b> T24, T58, T80, T81, T109, T149, T173, T189, T216, T223, T263, T277, T293, T300

<b>Reading Essentials</b>
<b>Unit 3: Phonemic Awareness and Phonics</b>
<b>29. Print all uppercase and lowercase letters. (ELA-3-E1)</b>
<b>Unit 1:</b> T108, T109, T130, T131, T147, T161, T189, T203, T215, T225, T226, T234, T238, T253, T278, T281, T299, T317
<b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T150, T164, T176, T177, T186, T198, T222, T248, T265, T281, T288, T291
<b>Unit 3:</b> T213, T223, T277, T289
<b>Unit 4:</b> T27, T35, T57, T61, T77, T81, T87, T91, T94, T97, T111, T129, T133, T141, T145, T153, T157, T165, T169, T175, T187, T199, T209, T217, T225, T228, T243, T269, T285, T301, T309, T313
<b>Unit 5:</b> T37, T71, T79, T83, T95, T127, T142, T143, T155, T179, T206, T209, T221, T261, T289
<b>Unit 6:</b> T25, T37, T69, T86, T89, T101, T123, T137, T161, T164, T167, T193, T203, T219, T225, T237, T263, T295, T299, T311
<b>Unit 7:</b> T25, T37, T73, T93, T105, T129, T171, T177, T203, T213, T217, T229, T235, T331
<b>Unit 8:</b> T97, T179, T224, T229, T305, T307

<b>Reading Essentials</b>
<b>Unit 3: Phonemic Awareness and Phonics</b>
<b>30. Print letters and words with proper figure grounding on a line and with appropriate spaces between words. (ELA-3-E1)</b>
<b>Unit 1:</b> T108, T109, T130, T131, T147, T161, T189, T203, T215, T225, T226, T234, T238, T253, T278, T281, T299, T317
<b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T150, T164, T176, T177, T186, T198, T222, T248, T265, T281, T288, T291
<b>Unit 3:</b> T213, T223, T277, T289
<b>Unit 4:</b> T27, T35, T57, T61, T77, T81, T87, T91, T94, T97, T111, T129, T133, T141, T145, T153, T157, T165, T169, T175, T187, T199, T209, T217, T225, T228, T243, T269, T285, T301, T309, T313
<b>Unit 5:</b> T37, T71, T79, T83, T95, T127, T142, T143, T155, T179, T206, T209, T221, T261, T289
<b>Unit 6:</b> T25, T37, T69, T86, T89, T101, T123, T137, T161, T164, T167, T193, T203, T219, T225, T237, T263, T295, T299, T311
<b>Unit 7:</b> T25, T37, T73, T93, T105, T129, T171, T177, T203, T213, T217, T229, T235, T331
<b>Unit 8:</b> T97, T179, T224, T229, T305, T307

<b>Reading Essentials</b>
<b>Unit 3: Phonemic Awareness and Phonics</b>
<b>31. Identify and use uppercase letters at the beginning of own first and last names. (ELA-3-E2)</b>
<b>Unit 1:</b> T24, T40, T53, T82
<b>Unit 2:</b> T53, T279, T287
<b>Unit 4:</b> T58
<b>Unit 5:</b> T70
<b>Unit 6:</b> T53

<b>Reading Essentials</b>
<b>Unit 3: Phonemic Awareness and Phonics</b>
<b>32. Write simple stories or life experiences using developmental/inventive spelling that shows knowledge of letter/sound correspondences. (ELA-3-E5)</b>
<b>Unit 1:</b> T39, T61, T174, T221, T238, T295  <b>Unit 2:</b> T51, T253, T257, T259, T269, T271  <b>Unit 3:</b> T51, T75  <b>Unit 4:</b> T25, T114, T149, T151, T161, T173  <b>Unit 5:</b> T30, T61, T119, T239  <b>Unit 6:</b> T65, T147, T207, T222, T291, T299  <b>Unit 7:</b> T63

<b>Reading Essentials</b>
<b>Unit 3: Phonemic Awareness and Phonics</b>
<b>35. Give and follow one- and two-step verbal and nonverbal directions without interrupting. (ELA-4-E2)</b>
<p><b>Unit 1:</b> T24, T41, T43, T46, T49, T51, T53, T55, T57, T62, T63, T65, T66, T69, T71, T75, T77, T79, T82, T83, T84, T85, T87, T90, T91, T92, T93, T94, T95, T109, T111, T114, T117, T123, T128, T129, T130, T131, T132, T133, T134, T137, T139, T144, T150, T153, T158, T160, T161, T162, T168, T169, T170, T171, T174, T175, T186, T197, T188, T189, T191, T201, T202, T203, T205, T212, T213, T214, T215, T216, T217, T222, T223, T224, T225, T226, T227, T232, T233, T234, T235, T237, T238, T250, T251, T252, T253, T254, T255, T261, T263, T265, T267, T269, T271, T278, T279, T280, T281, T282, T283, T284, T287, T289, T291, T296, T297, T298, T299, T300, T301, T302, T305, T307, T314, T315, T316, T317, T318, T320, T324, T325, T326, T327, T329, T331</p> <p><b>Unit 2:</b> T22, T23, T24, T25, T34, T35, T36, T37, T43, T45, T52, T54, T55, T56, T64, T65, T66, T67, T76, T77, T78, T92, T93, T94, T95, T98, T101, T103, T107, T112, T113, T114, T115, T126, T127, T128, T129, T138, T139, T140, T141, T146, T147, T148, T150, T151, T162, T163, T164, T165, T175, T176, T177, T184, T185, T186, T187, T190, T196, T197, T198, T199, T204, T205, T206, T207, T208, T220, T221, T222, T223, T229, T231, T233, T235, T239, T241, T246, T247, T248, T249, T262, T263, T264, T265, T275, T278, T280, T281, T283, T286, T287, T288, T289, T291</p> <p><b>Unit 3:</b> T22, T23, T25, T34, T35, T41, T43, T45, T47, T51, T52, T53, T68, T69, T70, T71, T72, T73, T76, T77, T80, T92, T93, T94, T101, T105, T109, T113, T118, T119, T120, T122, T134, T135, T148, T149, T150, T151, T152, T153, T156, T157, T158, T159, T160, T172, T173, T178, T184, T185, T186, T192, T193, T198, T199, T200, T201, T206, T207, T208, T210, T222, T223, T231, T233, T246, T247, T259, T260, T261, T274, T275, T276, T278, T282, T283, T285</p> <p><b>Unit 4:</b> T22, T24, T26, T27, T36, T37, T38, T39, T42, T45, T47, T49, T53, T59, T60, T61, T78, T79, T80, T81, T88, T89, T90, T91, T93, T94, T95, T106, T107, T108, T109, T110, T111, T114, T117, T119, T121, T123, T125, T130, T131, T132, T133, T134, T142, T143, T144, T145, T146, T154, T155, T156, T157, T158, T166, T167, T168, T169, T170, T171, T184, T185, T186, T187, T190, T193, T196, T197, T198, T199, T206, T207, T208, T209, T211, T214, T215, T216, T217, T219, T221, T222, T223, T224, T225, T227, T228, T240, T241, T242, T243, T251, T253, T255, T259, T266, T267, T268, T269, T282, T283, T284, T285, T286, T295, T297, T298, T299, T300, T301, T306, T305, T306, T307, T308, T309, T310, T311</p> <p><b>Unit 5:</b> T22, T23, T24, T25, T30, T31, T34, T35, T36, T37, T43, T47, T52, T53, T54, T55, T56, T67, T68, T69, T70, T71, T72, T73, T76, T77, T79, T80, T81, T92, T93, T94, T95, T98, T101, T105, T107, T112, T113, T114, T115, T116, T124, T125, T126, T127, T138, T139, T140, T141, T142, T143, T146, T147, T148, T164, T165, T166, T167, T176, T177, T178, T179, T183, T186, T187, T188, T189, T194, T195, T199, T202, T203, T204, T206, T218, T219, T220, T221, T229, T231, T239, T242, T243, T244, T245, T258, T259, T260, T261, T262, T274, T275, T276, T277, T278, T282, T283</p> <p><b>Unit 6:</b> T22, T23, T24, T25, T34, T35, T36, T37, T43, T47, T49, T51, T54, T55, T56, T57, T58, T66, T67, T68, T69, T70, T72, T82, T83, T84, T85, T98, T99, T100, T101, T104, T107, T109, T111, T113, T115, T120, T121, T122, T123, T124, T134, T135, T136, T137, T138, T148, T149, T150, T151, T152, T153, T154, T157, T158, T159, T160, T161, T162, T164, T176, T177, T178, T179, T180, T184, T190, T191, T192, T193, T194, T199, T200, T201, T202, T203, T208, T209, T210, T211, T216, T217, T218, T219, T220, T222, T234, T235, T236, T237, T243, T245, T253, T255, T257, T259, T260, T261, T263, T274, T275, T276, T277, T292, T293, T294, T295, T296, T299, T302, T303, T304, T305, T306, T309</p> <p><b>Unit 7:</b> T22, T24, T25, T25, T34, T35, T36, T37, T40, T43, T45, T47, T49, T51, T53, T56, T57, T58, T59, T60, T70, T71, T72, T73, T74, T76, T86, T87, T88, T89, T90, T102, T103, T105, T111, T113, T115, T117, T119, T121, T126, T127, T128, T129, T130, T144, T145, T146, T147, T148, T158, T159, T160, T161, T162, T163, T164, T165, T167, T168, T169, T170, T171, T174, T186, T187, T188, T189, T190, T194, T197, T200, T201, T202, T203, T204, T210, T211, T212, T213, T218, T219, T220, T221, T226, T227, T228, T229, T230, T244, T245, T246, T247, T253, T255, T257, T259, T261, T263, T265, T267, T269, T271, T274, T275, T276, T277, T292, T293, T294, T295, T310, T311, T312, T313, T314, T319, T322, T323, T324, T326</p> <p><b>Unit 8:</b> T22, T23, T24, T25, T36, T37, T38, T39, T49, T53, T55, T58, T59, T60, T61, T62, T78, T79, T80, T81, T83, T84, T88, T90, T91, T92, T94, T106, T107, T108, T109, T115, T117, T119, T121, T123, T125, T127, T130, T131, T132, T133, T134, T146, T147, T148, T149, T150, T160, T161, T162, T163, T164, T165, T166, T167, T170, T172, T173, T174, T176, T188, T189, T192, T198, T199, T200, T201, T202, T208, T209, T214, T215, T216, T217, T222, T223, T224, T238, T239, T245, T247, T249, T262, T263, T264, T265, T276, T277, T281, T283, T285, T287, T292, T293, T295, T296, T300, T301</p>

## Unit 4: Phonemic Awareness and Phonics

<b>Reading Essentials</b>
<b>Unit 4: Phonemic Awareness and Phonics</b>
<b>1b. Demonstrate understand of phonological awareness by doing the following: Demonstrating that a sequence of letters in a word represents the sequence of sounds heard or spoken in that word by repeating or saying the sounds in sequence seen or heard. (ELA-1-E1)</b>
<b>Unit 1:</b> T39, T61, T81, T97, T241, T277, T323, T333 <b>Unit 2:</b> T33, T138 <b>Unit 3:</b> T24, T25, T27, T28, T51, T75, T119, T222, T246 <b>Unit 4:</b> T44-T55, T87, T116, T127, T195, T248, T262 <b>Unit 5:</b> T43, T51, T75, T105, T107, T155, T193, T227, T233 <b>Unit 6:</b> T45, T109, T147, T167, T259, T291 <b>Unit 7:</b> T121, T123, T125, T235 <b>Unit 8:</b> T145, T159, T197, T207, T229, T261, T275

<b>Reading Essentials</b>
<b>Unit 4: Phonemic Awareness and Phonics</b>
<b>1d. Demonstrate understand of phonological awareness by doing the following: Listening to three sounds (phonemes) and recognizing that two are the same. (ELA-1-E1)</b>
<b>Unit 5:</b> T139, T147, T165, T187, T219 <b>Unit 6:</b> T23, T70, T71 <b>Unit 7:</b> T23, T35, T57, T71, T74, T87, T103, T127

<b>Reading Essentials</b>
<b>Unit 4: Phonemic Awareness and Phonics</b>
<b>1e. Demonstrate understand of phonological awareness by doing the following: Listening to and deleting or adding a beginning, a middle, or a final sound to a word. (ELA-1-E1)</b>
<b>Unit 4:</b> T93, T156, T199, T227 <b>Unit 5:</b> T197, T276, T277 <b>Unit 6:</b> T23, T67, T83, T99, T121, T135, T149, T158, T159, T162, T177, T180, T181, T191, T201, T216, T217, T220, T221, T235, T261, T275, T293, T296, T297, T303, T306, T307 <b>Unit 7:</b> T23, T35, T57, T59, T71, T74, T87, T103, T127, T145, T159, T169, T189, T226, T244, T314, T325 <b>Unit 8:</b> T23, T25, T37, T39, T59, T61, T78, T79, T81, T90, T92, T107, T131, T147, T161, T239, T262, T264, T277, T293, T301

<b>Reading Essentials</b>
<b>Unit 4: Phonemic Awareness and Phonics</b>
<b>1f. Demonstrate understand of phonological awareness by doing the following: Orally segmenting individual sounds (phonemes) in words that have two to five sounds. (ELA-1-E1)</b>
<b>Unit 3:</b> T275, T282, T283 <b>Unit 5:</b> T139, T148, T165, T187, T219 <b>Unit 6:</b> T181 <b>Unit 7:</b> T23, T35, T57, T71, T87, T103, T127, T145, T159, T169, T187, T201, T211, T219, T227, T245, T275, T292, T293, T311, T323 <b>Unit 8:</b> T23, T37, T59, T79, T90, T107, T131, T161, T172, T293, T301

<b>Reading Essentials</b>
<b>Unit 4: Phonemic Awareness and Phonics</b>
<b>1g. Demonstrate understand of phonological awareness by doing the following: Isolating and saying the beginning and final sounds (phonemes) of a spoken word. (ELA-1-E1)</b>
<b>Unit 4:</b> T26, T38, T39, T60, T80, T111, T119, T121, T132, T133, T144, T145, T156, T157, T168, T169, T186, T187, T217, T224, T225, T242, T243, T300, T301, T308, T309, T311  <b>Unit 5:</b> T22, T23, T25, T34, T35, T36, T37, T53, T54, T55, T68, T69, T70, T71, T77, T78, T93, T107, T113, T114, T115, T124, T125, T126, T127, T138, T166, T167, T176, T177, T178, T179, T188, T189, T194, T195, T203, T204, T205, T218, T229, T243, T244, T245, T258, T259, T260, T261, T275, T283, T285  <b>Unit 6:</b> T23, T24, T25, T34, &35, T36, T37, T54, T55, T56, T57, T66, T67, T68, T69, T82, T83, T84, T85, T122, T123, T135, T136, T137, T148, T149, T150, T159, T160, T161, T162, T163, T178, T179, T192, T193, T200, T201, T202, T203, T208, T210, T211, T220, T221, T236, T237, T263, T274, T276, T277, T294, T295, T305, T306  <b>Unit 7:</b> T24, T36, T58, T88, T128, T144, T158, T160, T161, T170, T171, T172, T187, T188, T201, T202, T212, T218, T220, T226, T227, T228, T244, T245, T246, T247, T274, T275, T276, T292, T293, T294, T311, T312, T314, T323, T324  <b>Unit 8:</b> T24, T38, T60, T108, T132, T148, T162, T188, T199, T208, T214, T215, T222, T238, T276, T292, T300, T302

<b>Reading Essentials</b>
<b>Unit 4: Phonemic Awareness and Phonics</b>
<b>1h. Demonstrate understanding of phonological awareness by doing the following: Clapping/tapping to match each individual syllable of a spoken word. (ELA-1-E1)</b>
<b>Unit 3:</b> T157, T173, T185, T193, T199, T207, T223  <b>Unit 4:</b> T58, T166, T171  <b>Unit 7:</b> T22, T34, T35, T57, T71, T87  <b>Unit 8:</b> T36

<b>Reading Essentials</b>
<b>Unit 4: Phonemic Awareness and Phonics</b>
<b>2a. Demonstrate understanding of alphabetic principle by doing the following: Distinguishing and naming all uppercase and lower case letters. (ELA-1-E1)</b>
<b>Unit 1:</b> T53, T55, T62, T69, T108, T110, T123, T130, T132, T137, T139, T146, T148, T149, T153, T160, T170, T171, T190, T204, T214, T215, T226, T234, T235, T237, T254, T263, T265, T280, T282, T298, T300, T316, T318, T327  <b>Unit 2:</b> T25, T37, T43, T55, T66, T78, T95, T103, T107, T112, T114, T115, T116, T125, T126, T128, T129, T138, T141, T146, T148, T164, T165, T176, T186, T187, T198, T199, T206, T208, T223, T239, T248, T249, T250, T261, T264, T265, T266, T278, T280, T281, T288  <b>Unit 3:</b> T25, T35, T41, T47, T52, T53, T70, T71, T94, T101, T109, T120, T121, T158, T206, T208, T233, T282, T284, T285  <b>Unit 4:</b> T35, T49, T57, T77, T87, T92, T97, T129, T141, T153, T165, T170, T175, T199, T206, T226, T282, T310  <b>Unit 5:</b> T24, T55, T114, T126, T178, T186, T188, T231, T244  <b>Unit 6:</b> T22, T24, T36, T49, T51, T53, T56, T57, T65, T68, T85, T100, T113, T115, T122, T150, T151, T178, T180, T181, T187, T202, T210, T211, T234, T236, T257, T273, T277, T294  <b>Unit 7:</b> T24, T45, T47, T59, T89, T104, T111, T113, T117, T126, T146, T160, T161, T197, T202, T212, T220, T228, T246, T253, T269, T295, T312  <b>Unit 8:</b> T39, T53, T60, T108, T123, T127, T132, T245, T261, T275, T281, T291

<b>Reading Essentials</b>
<b>Unit 4: Phonemic Awareness and Phonics</b>
<b>3a. Demonstrate understanding of phonics by doing the following: Matching each consonant or short vowel sound to the appropriate letter. (ELA-1-E1)</b>
<p><b>Unit 4:</b> T26, T27, T38, T39, T47, T60, T61, T80, T90, T91, T109, T110, T111, T119, T121, T132, T133, T145, T156, T157, T168, T169, T186, T187, T190, T199, T206, T209, T216, T217, T224, T225, T242, T243, T251, T253, T282, T286, T300, T301, T308, T309, T311</p> <p><b>Unit 5:</b> T22, T23, T24, T25, T36, T37, T54, T55, T68, T70, T71, T77, T78, T79, T93, T95, T107, T113, T114, T115, T124, T125, T126, T127, T140, T141, T148, T166, T176, T177, T178, T179, T186, T188, T189, T194, T195, T203, T204, T205, T218, T220, T221, T229, T242, T243, T244, T245, T258, T260, T261, T262, T285</p> <p><b>Unit 6:</b> T22, T23, T24, T25, T34, T35, T36, T37, T55, T56, T57, T67, T68, T69, T70, T71, T83, T84, T85, T100, T101, T120, T122, T123, T134, T136, T137, T148, T150, T151, T158, T160, T161, T162, T163, T178, T180, T181, T192, T193, T200, T202, T203, T208, T210, T211, T216, T218, T219, T220, T221, T234, T236, T237, T263, T274, T276, T277, T294, T295, T296, T304, T306, T307</p> <p><b>Unit 7:</b> T23, T24, T25, T35, T36, T37, T57, T59, T71, T72, T73, T74, T87, T88, T89, T103, T104, T105, T127, T128, T129, T145, T146, T147, T159, T160, T161, T169, T170, T171, T172, T186, T188, T189, T190, T202, T203, T212, T213, T220, T226, T228, T229, T244, T246, T277, T292, T294, T295, T312, T313, T314, T324, T325, T326</p> <p><b>Unit 8:</b> T22, T23, T24, T25, T37, T39, T59, T60, T61, T78, T79, T80, T81, T90, T91, T107, T108, T131, T132, T133, T147, T148, T160, T161, T162, T172, T174, T188, T189, T198, T200, T208, T214, T223, T224, T239, T264, T276, T292, T293, T302</p>

<b>Reading Essentials</b>
<b>Unit 4: Phonemic Awareness and Phonics</b>
<b>3b. Demonstrate understanding of phonics by doing the following: Decoding simple one-syllable words. (ELA-1-E1)</b>
<p><b>Unit 1:</b> T173, T236, T237, T328</p> <p><b>Unit 2:</b> T130, T149, T180, T181, T207, T208</p> <p><b>Unit 3:</b> T43, T78, T79, T80, T109, T158, T159, T208, T233, T282, T284</p> <p><b>Unit 4:</b> T49, T92, T93, T121, T170, T226, T249, T298, T310, T311</p> <p><b>Unit 5:</b> T56, T103, T128, T151, T196, T197, T263, T285</p> <p><b>Unit 6:</b> T70, T148, T162, T180, T220, T234, T296, T306</p> <p><b>Unit 7:</b> T24, T43, T45, T49, T70, T74, T86, T113, T161, T172, T186, T190, T200, T255, T261, T314, T326</p> <p><b>Unit 8:</b> T22, T60, T78, T81, T91, T92, T109, T130, T133, T149, T163, T173, T174, T188, T189, T198, T200, T208, T209, T216, T223, T238, T239, T262, T263, T264, T276, T277, T281, T292, T293, T301, T302</p>

<b>Reading Essentials</b>
<b>Unit 4: Phonemic Awareness and Phonics</b>
<b>5. Read books with predictable, repetitive text and simple illustrations. (ELA-1-E1)</b>
<b>Unit 1:</b> T173, T236, T328
<b>Unit 2:</b> T79, T149, T207, T289
<b>Unit 3:</b> T78, T79, T158, T159, T208, T209, T284, T285
<b>Unit 4:</b> T92, T93, T170, T171, T226, T227, T310, T311
<b>Unit 5:</b> T151, T196, T197, T263, T284, T285
<b>Unit 6:</b> T70, T71, T162, T163, T180, T181, T220, T221, T296, T297, T306, T307
<b>Unit 7:</b> T74, T75, T172, T173, T190, T191, T230, T231, T314, T315, T326, T327
<b>Unit 8:</b> T92, T93, T174, T175, T224, T225, T3021, T303

<b>Reading Essentials</b>
<b>Unit 4: Phonemic Awareness and Phonics</b>
<b>7b. Demonstrate understanding of book and print concepts by doing the following: Identifying periods, question marks, and exclamation marks and demonstrating knowledge that they are used at the end of a sentence. (ELA-1-E2)</b>
<b>Unit 1:</b> T329
<b>Unit 2:</b> T33, T51, T63, T137, T153, T173, T183, T195, T231, T241, T245, T250, T277, T293
<b>Unit 3:</b> T103, T113, T159, T163, T206, T213, T233, T237, T239, T285, T289
<b>Unit 4:</b> T47, T53, T117, T123, T125, T227, T251, T255, T311
<b>Unit 5:</b> T83, T101, T105, T107, T229
<b>Unit 6:</b> T89, T189, T167, T199, T207, T259, T291, T311
<b>Unit 7:</b> T186, T190, T267
<b>Unit 8:</b> T117, T223, T224, T261

<b>Reading Essentials</b>
<b>Unit 4: Phonemic Awareness and Phonics</b>
<b>29. Print all uppercase and lowercase letters. (ELA-3-E1)</b>
<b>Unit 1:</b> T108, T109, T130, T131, T147, T161, T189, T203, T215, T225, T226, T234, T238, T253, T278, T281, T299, T317
<b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T150, T164, T176, T177, T186, T198, T222, T248, T265, T281, T288, T291
<b>Unit 3:</b> T213, T223, T277, T289
<b>Unit 4:</b> T27, T35, T57, T61, T77, T81, T87, T91, T94, T97, T111, T129, T133, T141, T145, T153, T157, T165, T169, T175, T187, T199, T209, T217, T225, T228, T243, T269, T285, T301, T309, T313
<b>Unit 5:</b> T37, T71, T79, T83, T95, T127, T142, T143, T155, T179, T206, T209, T221, T261, T289
<b>Unit 6:</b> T25, T37, T69, T86, T89, T101, T123, T137, T161, T164, T167, T193, T203, T219, T225, T237, T263, T295, T299, T311
<b>Unit 7:</b> T25, T37, T73, T93, T105, T129, T171, T177, T203, T213, T217, T229, T235, T331
<b>Unit 8:</b> T97, T179, T224, T229, T305, T307



<b>Reading Essentials</b>
<b>Unit 4: Phonemic Awareness and Phonics</b>
<b>30. Print letters and words with proper figure grounding on a line and with appropriate spaces between words. (ELA-3-E1)</b>
<b>Unit 1:</b> T108, T109, T130, T131, T147, T161, T189, T203, T215, T225, T226, T234, T238, T253, T278, T281, T299, T317 <b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T150, T164, T176, T177, T186, T198, T222, T248, T265, T281, T288, T291  <b>Unit 3:</b> T213, T223, T277, T289 <b>Unit 4:</b> T27, T35, T57, T61, T77, T81, T87, T91, T94, T97, T111, T129, T133, T141, T145, T153, T157, T165, T169, T175, T187, T199, T209, T217, T225, T228, T243, T269, T285, T301, T309, T313  <b>Unit 5:</b> T37, T71, T79, T83, T95, T127, T142, T143, T155, T179, T206, T209, T221, T261, T289 <b>Unit 6:</b> T25, T37, T69, T86, T89, T101, T123, T137, T161, T164, T167, T193, T203, T219, T225, T237, T263, T295, T299, T311  <b>Unit 7:</b> T25, T37, T73, T93, T105, T129, T171, T177, T203, T213, T217, T229, T235, T331 <b>Unit 8:</b> T97, T179, T224, T229, T305, T307

<b>Reading Essentials</b>
<b>Unit 4: Phonemic Awareness and Phonics</b>
<b>31. Identify and use uppercase letters at the beginning of own first and last names. (ELA-3-E2)</b>
<b>Unit 1:</b> T24, T40, T53, T82 <b>Unit 2:</b> T53, T279, T287  <b>Unit 4:</b> T58  <b>Unit 5:</b> T70 <b>Unit 6:</b> T53

<b>Reading Essentials</b>
<b>Unit 4: Phonemic Awareness and Phonics</b>
<b>32. Write simple stories or life experiences using developmental/inventive spelling that shows knowledge of letter/sound correspondences. (ELA-3-E5)</b>
<b>Unit 1:</b> T39, T61, T174, T221, T238, T295 <b>Unit 2:</b> T51, T253, T257, T259, T269, T271  <b>Unit 3:</b> T51, T75 <b>Unit 4:</b> T25, T114, T149, T151, T161, T173  <b>Unit 5:</b> T30, T61, T119, T239 <b>Unit 6:</b> T65, T147, T207, T222, T291, T299  <b>Unit 7:</b> T63

<b>Reading Essentials</b>
<b>Unit 4: Phonemic Awareness and Phonics</b>
<b>34. Express feelings, needs, and ideas in complete sentences. (ELA-4-E1)</b>
<b>Unit 1:</b> T41, T63, T83, T91, T113, T145, T158, T159, T169, T205, T206, T223, T233, T258, T284, T296, T329 <b>Unit 2:</b> T23, T34, T35, T77, T93, T116, T139, T147  <b>Unit 3:</b> T38, T76, T157, T184, T203, T208, T222, T284 <b>Unit 4:</b> T93, T306  <b>Unit 5:</b> T40, T56, T98, T128, T140, T141, T148, T151, T176, T195, T202, T209, T246, T262, T276, T277, T285 <b>Unit 6:</b> T234, T260  <b>Unit 7:</b> T86, T172, T190, T230, T296, T326 <b>Unit 8:</b> T22, T25, T39, T61, T91, T92, T174, T189, T200, T209, T216, T223, T224, T239, T263, T277, T293, T301, T302

<b>Reading Essentials</b>
<b>Unit 4: Phonemic Awareness and Phonics</b>
<b>35. Give and follow one- and two-step verbal and nonverbal directions without interrupting. (ELA-4-E2)</b>
<p><b>Unit 1:</b> T24, T41, T43, T46, T49, T51, T53, T55, T57, T62, T63, T65, T66, T69, T71, T75, T77, T79, T82, T83, T84, T85, T87, T90, T91, T92, T93, T94, T95, T109, T111, T114, T117, T123, T128, T129, T130, T131, T132, T133, T134, T137, T139, T144, T150, T153, T158, T160, T161, T162, T168, T169, T170, T171, T174, T175, T186, T197, T188, T189, T191, T201, T202, T203, T205, T212, T213, T214, T215, T216, T217, T222, T223, T224, T225, T226, T227, T232, T233, T234, T235, T237, T238, T250, T251, T252, T253, T254, T255, T261, T263, T265, T267, T269, T271, T278, T279, T280, T281, T282, T283, T284, T287, T289, T291, T296, T297, T298, T299, T300, T301, T302, T305, T307, T314, T315, T316, T317, T318, T320, T324, T325, T326, T327, T329, T331</p> <p><b>Unit 2:</b> T22, T23, T24, T25, T34, T35, T36, T37, T43, T45, T52, T54, T55, T56, T64, T65, T66, T67, T76, T77, T78, T92, T93, T94, T95, T98, T101, T103, T107, T112, T113, T114, T115, T126, T127, T128, T129, T138, T139, T140, T141, T146, T147, T148, T150, T151, T162, T163, T164, T165, T175, T176, T177, T184, T185, T186, T187, T190, T196, T197, T198, T199, T204, T205, T206, T207, T208, T220, T221, T222, T223, T229, T231, T233, T235, T239, T241, T246, T247, T248, T249, T262, T263, T264, T265, T275, T278, T280, T281, T283, T286, T287, T288, T289, T291</p> <p><b>Unit 3:</b> T22, T23, T25, T34, T35, T41, T43, T45, T47, T51, T52, T53, T68, T69, T70, T71, T72, T73, T76, T77, T80, T92, T93, T94, T101, T105, T109, T113, T118, T119, T120, T122, T134, T135, T148, T149, T150, T151, T152, T153, T156, T157, T158, T159, T160, T172, T173, T178, T184, T185, T186, T192, T193, T198, T199, T200, T201, T206, T207, T208, T210, T222, T223, T231, T233, T246, T247, T259, T260, T261, T274, T275, T276, T278, T282, T283, T285</p> <p><b>Unit 4:</b> T22, T24, T26, T27, T36, T37, T38, T39, T42, T45, T47, T49, T53, T59, T60, T61, T78, T79, T80, T81, T88, T89, T90, T91, T93, T94, T95, T106, T107, T108, T109, T110, T111, T114, T117, T119, T121, T123, T125, T130, T131, T132, T133, T134, T142, T143, T144, T145, T146, T154, T155, T156, T157, T158, T166, T167, T168, T169, T170, T171, T184, T185, T186, T187, T190, T193, T196, T197, T198, T199, T206, T207, T208, T209, T211, T214, T215, T216, T217, T219, T221, T222, T223, T224, T225, T227, T228, T240, T241, T242, T243, T251, T253, T255, T259, T266, T267, T268, T269, T282, T283, T284, T285, T286, T295, T297, T298, T299, T300, T301, T306, T305, T306, T307, T308, T309, T310, T311</p> <p><b>Unit 5:</b> T22, T23, T24, T25, T30, T31, T34, T35, T36, T37, T43, T47, T52, T53, T54, T55, T56, T67, T68, T69, T70, T71, T72, T73, T76, T77, T79, T80, T81, T92, T93, T94, T95, T98, T101, T105, T107, T112, T113, T114, T115, T116, T124, T125, T126, T127, T138, T139, T140, T141, T142, T143, T146, T147, T148, T164, T165, T166, T167, T176, T177, T178, T179, T183, T186, T187, T188, T189, T194, T195, T199, T202, T203, T204, T206, T218, T219, T220, T221, T229, T231, T239, T242, T243, T244, T245, T258, T259, T260, T261, T262, T274, T275, T276, T277, T278, T282, T283</p> <p><b>Unit 6:</b> T22, T23, T24, T25, T34, T35, T36, T37, T43, T47, T49, T51, T54, T55, T56, T57, T58, T66, T67, T68, T69, T70, T72, T82, T83, T84, T85, T98, T99, T100, T101, T104, T107, T109, T111, T113, T115, T120, T121, T122, T123, T124, T134, T135, T136, T137, T138, T148, T149, T150, T151, T152, T153, T154, T157, T158, T159, T160, T161, T162, T164, T176, T177, T178, T179, T180, T184, T190, T191, T192, T193, T194, T199, T200, T201, T202, T203, T208, T209, T210, T211, T216, T217, T218, T219, T220, T222, T234, T235, T236, T237, T243, T245, T253, T255, T257, T259, T260, T261, T263, T274, T275, T276, T277, T292, T293, T294, T295, T296, T299, T302, T303, T304, T305, T306, T309</p> <p><b>Unit 7:</b> T22, T24, T25, T25, T34, T35, T36, T37, T40, T43, T45, T47, T49, T51, T53, T56, T57, T58, T59, T60, T70, T71, T72, T73, T74, T76, T86, T87, T88, T89, T90, T102, T103, T105, T111, T113, T115, T117, T119, T121, T126, T127, T128, T129, T130, T144, T145, T146, T147, T148, T158, T159, T160, T161, T162, T163, T164, T165, T167, T168, T169, T170, T171, T174, T186, T187, T188, T189, T190, T194, T197, T200, T201, T202, T203, T204, T210, T211, T212, T213, T218, T219, T220, T221, T226, T227, T228, T229, T230, T244, T245, T246, T247, T253, T255, T257, T259, T261, T263, T265, T267, T269, T271, T274, T275, T276, T277, T292, T293, T294, T295, T310, T311, T312, T313, T314, T319, T322, T323, T324, T326</p> <p><b>Unit 8:</b> T22, T23, T24, T25, T36, T37, T38, T39, T49, T53, T55, T58, T59, T60, T61, T62, T78, T79, T80, T81, T83, T84, T88, T90, T91, T92, T94, T106, T107, T108, T109, T115, T117, T119, T121, T123, T125, T127, T130, T131, T132, T133, T134, T146, T147, T148, T149, T150, T160, T161, T162, T163, T164, T165, T166, T167, T170, T172, T173, T174, T176, T188, T189, T192, T198, T199, T200, T201, T202, T208, T209, T214, T215, T216, T217, T222, T223, T224, T238, T239, T245, T247, T249, T262, T263, T264, T265, T276, T277, T281, T283, T285, T287, T292, T293, T295, T296, T300, T301</p>

## Unit 5: Phonemic Awareness and Phonics

<b>Reading Essentials</b>
<b>Unit 5: Phonemic Awareness and Phonics</b>
<b>1d. Demonstrate understand of phonological awareness by doing the following: Listening to three sounds (phonemes) and recognizing that two are the same. (ELA-1-E1)</b>
<b>Unit 5:</b> T139, T147, T165, T187, T219
<b>Unit 6:</b> T23, T70, T71
<b>Unit 7:</b> T23, T35, T57, T71, T74, T87, T103, T127

<b>Reading Essentials</b>
<b>Unit 5: Phonemic Awareness and Phonics</b>
<b>1e. Demonstrate understand of phonological awareness by doing the following: Listening to and deleting or adding a beginning, a middle, or a final sound to a word. (ELA-1-E1)</b>
<b>Unit 4:</b> T93, T156, T199, T227
<b>Unit 5:</b> T197, T276, T277
<b>Unit 6:</b> T23, T67, T83, T99, T121, T135, T149, T158, T159, T162, T177, T180, T181, T191, T201, T216, T217, T220, T221, T235, T261, T275, T293, T296, T297, T303, T306, T307
<b>Unit 7:</b> T23, T35, T57, T59, T71, T74, T87, T103, T127, T145, T159, T169, T189, T226, T244, T314, T325
<b>Unit 8:</b> T23, T25, T37, T39, T59, T61, T78, T79, T81, T90, T92, T107, T131, T147, T161, T239, T262, T264, T277, T293, T301

<b>Reading Essentials</b>
<b>Unit 5: Phonemic Awareness and Phonics</b>
<b>1f. Demonstrate understand of phonological awareness by doing the following: Orally segmenting individual sounds (phonemes) in words that have two to five sounds. (ELA-1-E1)</b>
<b>Unit 3:</b> T275, T282, T283
<b>Unit 5:</b> T139, T148, T165, T187, T219
<b>Unit 6:</b> T181
<b>Unit 7:</b> T23, T35, T57, T71, T87, T103, T127, T145, T159, T169, T187, T201, T211, T219, T227, T245, T275, T292, T293, T311, T323
<b>Unit 8:</b> T23, T37, T59, T79, T90, T107, T131, T161, T172, T293, T301

<b>Reading Essentials</b>
<b>Unit 5: Phonemic Awareness and Phonics</b>
<b>2a. Demonstrate understanding of alphabetic principle by doing the following: Distinguishing and naming all uppercase and lower case letters. (ELA-1-E1)</b>
<p><b>Unit 1:</b> T53, T55, T62, T69, T108, T110, T123, T130, T132, T137, T139, T146, T148, T149, T153, T160, T170, T171, T190, T204, T214, T215, T226, T234, T235, T237, T254, T263, T265, T280, T282, T298, T300, T316, T318, T327</p> <p><b>Unit 2:</b> T25, T37, T43, T55, T66, T78, T95, T103, T107, T112, T114, T115, T116, T125, T126, T128, T129, T138, T141, T146, T148, T164, T165, T176, T186, T187, T198, T199, T206, T208, T223, T239, T248, T249, T250, T261, T264, T265, T266, T278, T280, T281, T288</p> <p><b>Unit 3:</b> T25, T35, T41, T47, T52, T53, T70, T71, T94, T101, T109, T120, T121, T158, T206, T208, T233, T282, T284, T285</p> <p><b>Unit 4:</b> T35, T49, T57, T77, T87, T92, T97, T129, T141, T153, T165, T170, T175, T199, T206, T226, T282, T310</p> <p><b>Unit 5:</b> T24, T55, T114, T126, T178, T186, T188, T231, T244</p> <p><b>Unit 6:</b> T22, T24, T36, T49, T51, T53, T56, T57, T65, T68, T85, T100, T113, T115, T122, T150, T151, T178, T180, T181, T187, T202, T210, T211, T234, T236, T257, T273, T277, T294</p> <p><b>Unit 7:</b> T24, T45, T47, T59, T89, T104, T111, T113, T117, T126, T146, T160, T161, T197, T202, T212, T220, T228, T246, T253, T269, T295, T312</p> <p><b>Unit 8:</b> T39, T53, T60, T108, T123, T127, T132, T245, T261, T275, T281, T291</p>

<b>Reading Essentials</b>
<b>Unit 5: Phonemic Awareness and Phonics</b>
<b>2b. Demonstrate understanding of alphabetic principle by doing the following: Identifying own first and last name. (ELA-1-E1)</b>
<p><b>Unit 1:</b> T173, T236, T237, T328</p> <p><b>Unit 2:</b> T130, T149, T180, T181, T207, T208</p> <p><b>Unit 3:</b> T43, T78, T79, T80, T109, T158, T159, T208, T233, T282, T284</p> <p><b>Unit 4:</b> T49, T92, T93, T121, T170, T226, T249, T298, T310, T311</p> <p><b>Unit 5:</b> T56, T103, T128, T151, T196, T197, T263, T285</p> <p><b>Unit 6:</b> T70, T148, T162, T180, T220, T234, T296, T306</p> <p><b>Unit 7:</b> T24, T43, T45, T49, T70, T74, T86, T113, T161, T172, T186, T190, T200, T255, T261, T314, T326</p> <p><b>Unit 8:</b> T22, T60, T78, T81, T91, T92, T109, T130, T133, T149, T163, T173, T174, T188, T189, T198, T200, T208, T209, T216, T223, T238, T239, T262, T263, T264, T276, T277, T281, T292, T293, T301, T302</p>

<b>Reading Essentials</b>
<b>Unit 5: Phonemic Awareness and Phonics</b>
<b>3a. Demonstrate understanding of phonics by doing the following: Matching each consonant or short vowel sound to the appropriate letter. (E:A-1-E1)</b>
<p><b>Unit 4:</b> T26, T27, T38, T39, T47, T60, T61, T80, T90, T91, T109, T110, T111, T119, T121, T132, T133, T145, T156, T157, T168, T169, T186, T187, T190, T199, T206, T209, T216, T217, T224, T225, T242, T243, T251, T253, T282, T286, T300, T301, T308, T309, T311</p> <p><b>Unit 5:</b> T22, T23, T24, T25, T36, T37, T54, T55, T68, T70, T71, T77, T78, T79, T93, T95, T107, T113, T114, T115, T124, T125, T126, T127, T140, T141, T148, T166, T176, T177, T178, T179, T186, T188, T189, T194, T195, T203, T204, T205, T218, T220, T221, T229, T242, T243, T244, T245, T258, T260, T261, T262, T285</p> <p><b>Unit 6:</b> T22, T23, T24, T25, T34, T35, T36, T37, T55, T56, T57, T67, T68, T69, T70, T71, T83, T84, T85, T100, T101, T120, T122, T123, T134, T136, T137, T148, T150, T151, T158, T160, T161, T162, T163, T178, T180, T181, T192, T193, T200, T202, T203, T208, T210, T211, T216, T218, T219, T220, T221, T234, T236, T237, T263, T274, T276, T277, T294, T295, T296, T304, T306, T307</p> <p><b>Unit 7:</b> T23, T24, T25, T35, T36, T37, T57, T59, T71, T72, T73, T74, T87, T88, T89, T103, T104, T105, T127, T128, T129, T145, T146, T147, T159, T160, T161, T169, T170, T171, T172, T186, T188, T189, T190, T202, T203, T212, T213, T220, T226, T228, T229, T244, T246, T277, T292, T294, T295, T312, T313, T314, T324, T325, T326</p> <p><b>Unit 8:</b> T22, T23, T24, T25, T37, T39, T59, T60, T61, T78, T79, T80, T81, T90, T91, T107, T108, T131, T132, T133, T147, T148, T160, T161, T162, T172, T174, T188, T189, T198, T200, T208, T214, T223, T224, T239, T264, T276, T292, T293, T302</p>

<b>Reading Essentials</b>
<b>Unit 5: Phonemic Awareness and Phonics</b>
<b>3b. Demonstrate understanding of phonics by doing the following: Decoding simple one-syllable words. (ELA-1-E1)</b>
<p><b>Unit 1:</b> T173, T236, T237, T328</p> <p><b>Unit 2:</b> T130, T149, T180, T181, T207, T208</p> <p><b>Unit 3:</b> T43, T78, T79, T80, T109, T158, T159, T208, T233, T282, T284</p> <p><b>Unit 4:</b> T49, T92, T93, T121, T170, T226, T249, T298, T310, T311</p> <p><b>Unit 5:</b> T56, T103, T128, T151, T196, T197, T263, T285</p> <p><b>Unit 6:</b> T70, T148, T162, T180, T220, T234, T296, T306</p> <p><b>Unit 7:</b> T24, T43, T45, T49, T70, T74, T86, T113, T161, T172, T186, T190, T200, T255, T261, T314, T326</p> <p><b>Unit 8:</b> T22, T60, T78, T81, T91, T92, T109, T130, T133, T149, T163, T173, T174, T188, T189, T198, T200, T208, T209, T216, T223, T238, T239, T262, T263, T264, T276, T277, T281, T292, T293, T301, T302</p>

<b>Reading Essentials</b>
<b>Unit 5: Phonemic Awareness and Phonics</b>
<b>5. Read books with predictable, repetitive text and simple illustrations. (ELA-1-E1)</b>
<b>Unit 1:</b> T173, T236, T328  <b>Unit 2:</b> T79, T149, T207, T289  <b>Unit 3:</b> T78, T79, T158, T159, T208, T209, T284, T285  <b>Unit 4:</b> T92, T93, T170, T171, T226, T227, T310, T311  <b>Unit 5:</b> T151, T196, T197, T263, T284, T285  <b>Unit 6:</b> T70, T71, T162, T163, T180, T181, T220, T221, T296, T297, T306, T307  <b>Unit 7:</b> T74, T75, T172, T173, T190, T191, T230, T231, T314, T315, T326, T327  <b>Unit 8:</b> T92, T93, T174, T175, T224, T225, T302I, T303

<b>Reading Essentials</b>
<b>Unit 5: Phonemic Awareness and Phonics</b>
<b>7b. Demonstrate understanding of book and print concepts by doing the following: Identifying periods, question marks, and exclamation marks and demonstrating knowledge that they are used at the end of a sentence. (ELA-1-E2)</b>
<b>Unit 1:</b> T329  <b>Unit 2:</b> T33, T51, T63, T137, T153, T173, T183, T195, T231, T241, T245, T250, T277, T293  <b>Unit 3:</b> T103, T113, T159, T163, T206, T213, T233, T237, T239, T285, T289  <b>Unit 4:</b> T47, T53, T117, T123, T125, T227, T251, T255, T311  <b>Unit 5:</b> T83, T101, T105, T107, T229  <b>Unit 6:</b> T89, T189, T167, T199, T207, T259, T291, T311  <b>Unit 7:</b> T186, T190, T267  <b>Unit 8:</b> T117, T223, T224, T261

<b>Reading Essentials</b>
<b>Unit 5: Phonemic Awareness and Phonics</b>
<b>7c. Demonstrate understanding of book and print concepts by doing the following: Isolating individual words in print. (ELA-1-E2)</b>
<b>Unit 1:</b> T89  <b>Unit 2:</b> T23, T35, T52, T64, T75, T93, T98, T113, T127, T139, T147  <b>Unit 3:</b> T22, T76, T118, T222, T246  <b>Unit 4:</b> T154, T184, T214, T222, T266  <b>Unit 5:</b> T124, T202, T282  <b>Unit 6:</b> T66, T148, T200  <b>Unit 7:</b> T86, T126, T210, T230, T310  <b>Unit 8:</b> T24, T58, T80, T81, T109, T149, T173, T189, T216, T223, T263, T277, T293, T300

<b>Reading Essentials</b>
<b>Unit 5: Phonemic Awareness and Phonics</b>
<b>30. Print letters and words with proper figure grounding on a line and with appropriate spaces between words. (ELA-3-E1)</b>
<b>Unit 1:</b> T108, T109, T130, T131, T147, T161, T189, T203, T215, T225, T226, T234, T238, T253, T278, T281, T299, T317 <b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T150, T164, T176, T177, T186, T198, T222, T248, T265, T281, T288, T291  <b>Unit 3:</b> T213, T223, T277, T289 <b>Unit 4:</b> T27, T35, T57, T61, T77, T81, T87, T91, T94, T97, T111, T129, T133, T141, T145, T153, T157, T165, T169, T175, T187, T199, T209, T217, T225, T228, T243, T269, T285, T301, T309, T313  <b>Unit 5:</b> T37, T71, T79, T83, T95, T127, T142, T143, T155, T179, T206, T209, T221, T261, T289 <b>Unit 6:</b> T25, T37, T69, T86, T89, T101, T123, T137, T161, T164, T167, T193, T203, T219, T225, T237, T263, T295, T299, T311  <b>Unit 7:</b> T25, T37, T73, T93, T105, T129, T171, T177, T203, T213, T217, T229, T235, T331 <b>Unit 8:</b> T97, T179, T224, T229, T305, T307

<b>Reading Essentials</b>
<b>Unit 5: Phonemic Awareness and Phonics</b>
<b>31. Identify and use uppercase letters at the beginning of own first and last names. (ELA-3-E2)</b>
<b>Unit 1:</b> T24, T40, T53, T82 <b>Unit 2:</b> T53, T279, T287  <b>Unit 4:</b> T58  <b>Unit 5:</b> T70 <b>Unit 6:</b> T53

<b>Reading Essentials</b>
<b>Unit 5: Phonemic Awareness and Phonics</b>
<b>32. Write simple stories or life experiences using developmental/inventive spelling that shows knowledge of letter/sound correspondences. (ELA-3-E5)</b>
<b>Unit 1:</b> T39, T61, T174, T221, T238, T295 <b>Unit 2:</b> T51, T253, T257, T259, T269, T271  <b>Unit 3:</b> T51, T75 <b>Unit 4:</b> T25, T114, T149, T151, T161, T173  <b>Unit 5:</b> T30, T61, T119, T239 <b>Unit 6:</b> T65, T147, T207, T222, T291, T299  <b>Unit 7:</b> T63

<b>Reading Essentials</b>
<b>Unit 5: Phonemic Awareness and Phonics</b>
<b>34. Express feelings, needs, and ideas in complete sentences. (ELA-4-E1)</b>
<b>Unit 1:</b> T41, T63, T83, T91, T113, T145, T158, T159, T169, T205, T206, T223, T233, T258, T284, T296, T329 <b>Unit 2:</b> T23, T34, T35, T77, T93, T116, T139, T147  <b>Unit 3:</b> T38, T76, T157, T184, T203, T208, T222, T284 <b>Unit 4:</b> T93, T306  <b>Unit 5:</b> T40, T56, T98, T128, T140, T141, T148, T151, T176, T195, T202, T209, T246, T262, T276, T277, T285 <b>Unit 6:</b> T234, T260  <b>Unit 7:</b> T86, T172, T190, T230, T296, T326 <b>Unit 8:</b> T22, T25, T39, T61, T91, T92, T174, T189, T200, T209, T216, T223, T224, T239, T263, T277, T293, T301, T302

<b>Reading Essentials</b>
<b>Unit 5: Phonemic Awareness and Phonics</b>
<b>35. Give and follow one- and two-step verbal and nonverbal directions without interrupting. (ELA-4-E2)</b>
<p><b>Unit 1:</b> T24, T41, T43, T46, T49, T51, T53, T55, T57, T62, T63, T65, T66, T69, T71, T75, T77, T79, T82, T83, T84, T85, T87, T90, T91, T92, T93, T94, T95, T109, T111, T114, T117, T123, T128, T129, T130, T131, T132, T133, T134, T137, T139, T144, T150, T153, T158, T160, T161, T162, T168, T169, T170, T171, T174, T175, T186, T197, T188, T189, T191, T201, T202, T203, T205, T212, T213, T214, T215, T216, T217, T222, T223, T224, T225, T226, T227, T232, T233, T234, T235, T237, T238, T250, T251, T252, T253, T254, T255, T261, T263, T265, T267, T269, T271, T278, T279, T280, T281, T282, T283, T284, T287, T289, T291, T296, T297, T298, T299, T300, T301, T302, T305, T307, T314, T315, T316, T317, T318, T320, T324, T325, T326, T327, T329, T331</p> <p><b>Unit 2:</b> T22, T23, T24, T25, T34, T35, T36, T37, T43, T45, T52, T54, T55, T56, T64, T65, T66, T67, T76, T77, T78, T92, T93, T94, T95, T98, T101, T103, T107, T112, T113, T114, T115, T126, T127, T128, T129, T138, T139, T140, T141, T146, T147, T148, T150, T151, T162, T163, T164, T165, T175, T176, T177, T184, T185, T186, T187, T190, T196, T197, T198, T199, T204, T205, T206, T207, T208, T220, T221, T222, T223, T229, T231, T233, T235, T239, T241, T246, T247, T248, T249, T262, T263, T264, T265, T275, T278, T280, T281, T283, T286, T287, T288, T289, T291</p> <p><b>Unit 3:</b> T22, T23, T25, T34, T35, T41, T43, T45, T47, T51, T52, T53, T68, T69, T70, T71, T72, T73, T76, T77, T80, T92, T93, T94, T101, T105, T109, T113, T118, T119, T120, T122, T134, T135, T148, T149, T150, T151, T152, T153, T156, T157, T158, T159, T160, T172, T173, T178, T184, T185, T186, T192, T193, T198, T199, T200, T201, T206, T207, T208, T210, T222, T223, T231, T233, T246, T247, T259, T260, T261, T274, T275, T276, T278, T282, T283, T285</p> <p><b>Unit 4:</b> T22, T24, T26, T27, T36, T37, T38, T39, T42, T45, T47, T49, T53, T59, T60, T61, T78, T79, T80, T81, T88, T89, T90, T91, T93, T94, T95, T106, T107, T108, T109, T110, T111, T114, T117, T119, T121, T123, T125, T130, T131, T132, T133, T134, T142, T143, T144, T145, T146, T154, T155, T156, T157, T158, T166, T167, T168, T169, T170, T171, T184, T185, T186, T187, T190, T193, T196, T197, T198, T199, T206, T207, T208, T209, T211, T214, T215, T216, T217, T219, T221, T222, T223, T224, T225, T227, T228, T240, T241, T242, T243, T251, T253, T255, T259, T266, T267, T268, T269, T282, T283, T284, T285, T286, T295, T297, T298, T299, T300, T301, T306, T305, T306, T307, T308, T309, T310, T311</p> <p><b>Unit 5:</b> T22, T23, T24, T25, T30, T31, T34, T35, T36, T37, T43, T47, T52, T53, T54, T55, T56, T67, T68, T69, T70, T71, T72, T73, T76, T77, T79, T80, T81, T92, T93, T94, T95, T98, T101, T105, T107, T112, T113, T114, T115, T116, T124, T125, T126, T127, T138, T139, T140, T141, T142, T143, T146, T147, T148, T164, T165, T166, T167, T176, T177, T178, T179, T183, T186, T187, T188, T189, T194, T195, T199, T202, T203, T204, T206, T218, T219, T220, T221, T229, T231, T239, T242, T243, T244, T245, T258, T259, T260, T261, T262, T274, T275, T276, T277, T278, T282, T283</p> <p><b>Unit 6:</b> T22, T23, T24, T25, T34, T35, T36, T37, T43, T47, T49, T51, T54, T55, T56, T57, T58, T66, T67, T68, T69, T70, T72, T82, T83, T84, T85, T98, T99, T100, T101, T104, T107, T109, T111, T113, T115, T120, T121, T122, T123, T124, T134, T135, T136, T137, T138, T148, T149, T150, T151, T152, T153, T154, T157, T158, T159, T160, T161, T162, T164, T176, T177, T178, T179, T180, T184, T190, T191, T192, T193, T194, T199, T200, T201, T202, T203, T208, T209, T210, T211, T216, T217, T218, T219, T220, T222, T234, T235, T236, T237, T243, T245, T253, T255, T257, T259, T260, T261, T263, T274, T275, T276, T277, T292, T293, T294, T295, T296, T299, T302, T303, T304, T305, T306, T309</p> <p><b>Unit 7:</b> T22, T24, T25, T25, T34, T35, T36, T37, T40, T43, T45, T47, T49, T51, T53, T56, T57, T58, T59, T60, T70, T71, T72, T73, T74, T76, T86, T87, T88, T89, T90, T102, T103, T105, T111, T113, T115, T117, T119, T121, T126, T127, T128, T129, T130, T144, T145, T146, T147, T148, T158, T159, T160, T161, T162, T163, T164, T165, T167, T168, T169, T170, T171, T174, T186, T187, T188, T189, T190, T194, T197, T200, T201, T202, T203, T204, T210, T211, T212, T213, T218, T219, T220, T221, T226, T227, T228, T229, T230, T244, T245, T246, T247, T253, T255, T257, T259, T261, T263, T265, T267, T269, T271, T274, T275, T276, T277, T292, T293, T294, T295, T310, T311, T312, T313, T314, T319, T322, T323, T324, T326</p> <p><b>Unit 8:</b> T22, T23, T24, T25, T36, T37, T38, T39, T49, T53, T55, T58, T59, T60, T61, T62, T78, T79, T80, T81, T83, T84, T88, T90, T91, T92, T94, T106, T107, T108, T109, T115, T117, T119, T121, T123, T125, T127, T130, T131, T132, T133, T134, T146, T147, T148, T149, T150, T160, T161, T162, T163, T164, T165, T166, T167, T170, T172, T173, T174, T176, T188, T189, T192, T198, T199, T200, T201, T202, T208, T209, T214, T215, T216, T217, T222, T223, T224, T238, T239, T245, T247, T249, T262, T263, T264, T265, T276, T277, T281, T283, T285, T287, T292, T293, T295, T296, T300, T301</p>



## Unit 6: Phonemic Awareness and Phonics

<b>Reading Essentials</b>
<b>Unit 6: Phonemic Awareness and Phonics</b>
<b>1a. Demonstrate understand of phonological awareness by doing the following: Creating rhyming words. (ELA-1-E1)</b>
<b>Unit 1:</b> T65, T85, T91, T93, T107, T111, T129, T133, T145, T149, T159, T163, T169, T187, T191, T201, T213, T223, T227, T233, T251, T277, T279, T283, T295, T297, T313, T315, T319, T323, T325, T333  <b>Unit 2:</b> T34, T52, T64, T76, T92, T112, T126, T138, T146, T184, T196, T204, T220, T262, T278, T286  <b>Unit 3:</b> T22, T52, T68, T76, T148, T172, T184, T192, T198, T206, T260, T274, T282, T285  <b>Unit 4:</b> T22, T58, T78, T93, T106, T130, T142, T154, T166, T171, T184, T193, T196, T214, T222, T306  <b>Unit 5:</b> T22, T52, T68, T76, T92, T112, T138, T146, T164, T173, T242, T274, T282  <b>Unit 6:</b> T34, T54, T66, T82, T98, T107, T109, T113, T162, T163, T176, T190, T208, T274, T292, T296, T297, T302  <b>Unit 7:</b> T22, T33, T69, T85, T93, T102, T143, T168, T210, T225, T244, T310, T322, T326, T327  <b>Unit 8:</b> T38, T60, T88, T92, T109, T130, T146, T162, T170, T195, T198, T208, T238, T262, T273, T281, T283, T285, T287, T292, T302

<b>Reading Essentials</b>
<b>Unit 6: Phonemic Awareness and Phonics</b>
<b>1b. Demonstrate understand of phonological awareness by doing the following: Demonstrating that a sequence of letters in a word represents the sequence of sounds heard or spoken in that word by repeating or saying the sounds in sequence seen or heard. (ELA-1-E1)</b>
<b>Unit 1:</b> T39, T61, T81, T97, T241, T277, T323, T333  <b>Unit 2:</b> T33, T138  <b>Unit 3:</b> T24, T25, T27, T28, T51, T75, T119, T222, T246  <b>Unit 4:</b> T44-T55, T87, T116, T127, T195, T248, T262  <b>Unit 5:</b> T43, T51, T75, T105, T107, T155, T193, T227, T233  <b>Unit 6:</b> T45, T109, T147, T167, T259, T291  <b>Unit 7:</b> T121, T123, T125, T235  <b>Unit 8:</b> T145, T159, T197, T207, T229, T261, T275

<b>Reading Essentials</b>
<b>Unit 6: Phonemic Awareness and Phonics</b>
<b>1d. Demonstrate understand of phonological awareness by doing the following: Listening to three sounds (phonemes) and recognizing that two are the same. (ELA-1-E1)</b>
<b>Unit 5:</b> T139, T147, T165, T187, T219  <b>Unit 6:</b> T23, T70, T71  <b>Unit 7:</b> T23, T35, T57, T71, T74, T87, T103, T127

<b>Reading Essentials</b>
<b>Unit 6: Phonemic Awareness and Phonics</b>
<b>1e. Demonstrate understand of phonological awareness by doing the following: Listening to and deleting or adding a beginning, a middle, or a final sound to a word. (ELA-1-E1)</b>
<b>Unit 4:</b> T93, T156, T199, T227  <b>Unit 5:</b> T197, T276, T277  <b>Unit 6:</b> T23, T67, T83, T99, T121, T135, T149, T158, T159, T162, T177, T180, T181, T191, T201, T216, T217, T220, T221, T235, T261, T275, T293, T296, T297, T303, T306, T307  <b>Unit 7:</b> T23, T35, T57, T59, T71, T74, T87, T103, T127, T145, T159, T169, T189, T226, T244, T314, T325  <b>Unit 8:</b> T23, T25, T37, T39, T59, T61, T78, T79, T81, T90, T92, T107, T131, T147, T161, T239, T262, T264, T277, T293, T301

<b>Reading Essentials</b>
<b>Unit 6: Phonemic Awareness and Phonics</b>
<b>1f. Demonstrate understand of phonological awareness by doing the following: Orally segmenting individual sounds (phonemes) in words that have two to five sounds. (ELA-1-E1)</b>
<b>Unit 3:</b> T275, T282, T283  <b>Unit 5:</b> T139, T148, T165, T187, T219  <b>Unit 6:</b> T181  <b>Unit 7:</b> T23, T35, T57, T71, T87, T103, T127, T145, T159, T169, T187, T201, T211, T219, T227, T245, T275, T292, T293, T311, T323  <b>Unit 8:</b> T23, T37, T59, T79, T90, T107, T131, T161, T172, T293, T301

<b>Reading Essentials</b>
<b>Unit 6: Phonemic Awareness and Phonics</b>
<b>1h. Demonstrate understanding of phonological awareness by doing the following: Clapping/tapping to match each individual syllable of a spoken word. (ELA-1-E1)</b>
<b>Unit 3:</b> T157, T173, T185, T193, T199, T207, T223  <b>Unit 4:</b> T58, T166, T171  <b>Unit 7:</b> T22, T34, T35, T57, T71, T87  <b>Unit 8:</b> T36

<b>Reading Essentials</b>
<b>Unit 6: Phonemic Awareness and Phonics</b>
<b>2a. Demonstrate understanding of alphabetic principle by doing the following: Distinguishing and naming all uppercase and lower case letters. (ELA-1-E1)</b>
<p><b>Unit 1:</b> T53, T55, T62, T69, T108, T110, T123, T130, T132, T137, T139, T146, T148, T149, T153, T160, T170, T171, T190, T204, T214, T215, T226, T234, T235, T237, T254, T263, T265, T280, T282, T298, T300, T316, T318, T327</p> <p><b>Unit 2:</b> T25, T37, T43, T55, T66, T78, T95, T103, T107, T112, T114, T115, T116, T125, T126, T128, T129, T138, T141, T146, T148, T164, T165, T176, T186, T187, T198, T199, T206, T208, T223, T239, T248, T249, T250, T261, T264, T265, T266, T278, T280, T281, T288</p> <p><b>Unit 3:</b> T25, T35, T41, T47, T52, T53, T70, T71, T94, T101, T109, T120, T121, T158, T206, T208, T233, T282, T284, T285</p> <p><b>Unit 4:</b> T35, T49, T57, T77, T87, T92, T97, T129, T141, T153, T165, T170, T175, T199, T206, T226, T282, T310</p> <p><b>Unit 5:</b> T24, T55, T114, T126, T178, T186, T188, T231, T244</p> <p><b>Unit 6:</b> T22, T24, T36, T49, T51, T53, T56, T57, T65, T68, T85, T100, T113, T115, T122, T150, T151, T178, T180, T181, T187, T202, T210, T211, T234, T236, T257, T273, T277, T294</p> <p><b>Unit 7:</b> T24, T45, T47, T59, T89, T104, T111, T113, T117, T126, T146, T160, T161, T197, T202, T212, T220, T228, T246, T253, T269, T295, T312</p> <p><b>Unit 8:</b> T39, T53, T60, T108, T123, T127, T132, T245, T261, T275, T281, T291</p>

<b>Reading Essentials</b>
<b>Unit 6: Phonemic Awareness and Phonics</b>
<b>2b. Demonstrate understanding of alphabetic principle by doing the following: Identifying own first and last name. (ELA-1-E1)</b>
<p><b>Unit 1:</b> T173, T236, T237, T328</p> <p><b>Unit 2:</b> T130, T149, T180, T181, T207, T208</p> <p><b>Unit 3:</b> T43, T78, T79, T80, T109, T158, T159, T208, T233, T282, T284</p> <p><b>Unit 4:</b> T49, T92, T93, T121, T170, T226, T249, T298, T310, T311</p> <p><b>Unit 5:</b> T56, T103, T128, T151, T196, T197, T263, T285</p> <p><b>Unit 6:</b> T70, T148, T162, T180, T220, T234, T296, T306</p> <p><b>Unit 7:</b> T24, T43, T45, T49, T70, T74, T86, T113, T161, T172, T186, T190, T200, T255, T261, T314, T326</p> <p><b>Unit 8:</b> T22, T60, T78, T81, T91, T92, T109, T130, T133, T149, T163, T173, T174, T188, T189, T198, T200, T208, T209, T216, T223, T238, T239, T262, T263, T264, T276, T277, T281, T292, T293, T301, T302</p>

<b>Reading Essentials</b>
<b>Unit 6: Phonemic Awareness and Phonics</b>
<b>3a. Demonstrate understanding of phonics by doing the following: Matching each consonant or short vowel sound to the appropriate letter. (ELA-1-E1)</b>
<p><b>Unit 4:</b> T26, T27, T38, T39, T47, T60, T61, T80, T90, T91, T109, T110, T111, T119, T121, T132, T133, T145, T156, T157, T168, T169, T186, T187, T190, T199, T206, T209, T216, T217, T224, T225, T242, T243, T251, T253, T282, T286, T300, T301, T308, T309, T311</p> <p><b>Unit 5:</b> T22, T23, T24, T25, T36, T37, T54, T55, T68, T70, T71, T77, T78, T79, T93, T95, T107, T113, T114, T115, T124, T125, T126, T127, T140, T141, T148, T166, T176, T177, T178, T179, T186, T188, T189, T194, T195, T203, T204, T205, T218, T220, T221, T229, T242, T243, T244, T245, T258, T260, T261, T262, T285</p> <p><b>Unit 6:</b> T22, T23, T24, T25, T34, T35, T36, T37, T55, T56, T57, T67, T68, T69, T70, T71, T83, T84, T85, T100, T101, T120, T122, T123, T134, T136, T137, T148, T150, T151, T158, T160, T161, T162, T163, T178, T180, T181, T192, T193, T200, T202, T203, T208, T210, T211, T216, T218, T219, T220, T221, T234, T236, T237, T263, T274, T276, T277, T294, T295, T296, T304, T306, T307</p> <p><b>Unit 7:</b> T23, T24, T25, T35, T36, T37, T57, T59, T71, T72, T73, T74, T87, T88, T89, T103, T104, T105, T127, T128, T129, T145, T146, T147, T159, T160, T161, T169, T170, T171, T172, T186, T188, T189, T190, T202, T203, T212, T213, T220, T226, T228, T229, T244, T246, T277, T292, T294, T295, T312, T313, T314, T324, T325, T326</p> <p><b>Unit 8:</b> T22, T23, T24, T25, T37, T39, T59, T60, T61, T78, T79, T80, T81, T90, T91, T107, T108, T131, T132, T133, T147, T148, T160, T161, T162, T172, T174, T188, T189, T198, T200, T208, T214, T223, T224, T239, T264, T276, T292, T293, T302</p>

<b>Reading Essentials</b>
<b>Unit 6: Phonemic Awareness and Phonics</b>
<b>3b. Demonstrate understanding of phonics by doing the following: Decoding simple one-syllable words. (ELA-1-E1)</b>
<p><b>Unit 1:</b> T173, T236, T237, T328</p> <p><b>Unit 2:</b> T130, T149, T180, T181, T207, T208</p> <p><b>Unit 3:</b> T43, T78, T79, T80, T109, T158, T159, T208, T233, T282, T284</p> <p><b>Unit 4:</b> T49, T92, T93, T121, T170, T226, T249, T298, T310, T311</p> <p><b>Unit 5:</b> T56, T103, T128, T151, T196, T197, T263, T285</p> <p><b>Unit 6:</b> T70, T148, T162, T180, T220, T234, T296, T306</p> <p><b>Unit 7:</b> T24, T43, T45, T49, T70, T74, T86, T113, T161, T172, T186, T190, T200, T255, T261, T314, T326</p> <p><b>Unit 8:</b> T22, T60, T78, T81, T91, T92, T109, T130, T133, T149, T163, T173, T174, T188, T189, T198, T200, T208, T209, T216, T223, T238, T239, T262, T263, T264, T276, T277, T281, T292, T293, T301, T302</p>

<b>Reading Essentials</b>
<b>Unit 6: Phonemic Awareness and Phonics</b>
<b>5. Read books with predictable, repetitive text and simple illustrations. (ELA-1-E1)</b>
<b>Unit 1:</b> T173, T236, T328  <b>Unit 2:</b> T79, T149, T207, T289  <b>Unit 3:</b> T78, T79, T158, T159, T208, T209, T284, T285  <b>Unit 4:</b> T92, T93, T170, T171, T226, T227, T310, T311  <b>Unit 5:</b> T151, T196, T197, T263, T284, T285  <b>Unit 6:</b> T70, T71, T162, T163, T180, T181, T220, T221, T296, T297, T306, T307  <b>Unit 7:</b> T74, T75, T172, T173, T190, T191, T230, T231, T314, T315, T326, T327  <b>Unit 8:</b> T92, T93, T174, T175, T224, T225, T302l, T303

<b>Reading Essentials</b>
<b>Unit 6: Phonemic Awareness and Phonics</b>
<b>6. Identify that printed text is made up of sentences that begin with a capital letter and end with some type of punctuation. (ELA-1-E2)</b>
<b>Unit 1:</b> T41, T63, T83, T91, T113, T145, T158, T159, T169, T205, T206, T223, T233, T258, T284, T296, T329  <b>Unit 2:</b> T23, T34, T35, T77, T93, T116, T139, T147  <b>Unit 3:</b> T38, T76, T157, T184, T203, T208, T222, T284  <b>Unit 4:</b> T93, T306  <b>Unit 5:</b> T40, T56, T98, T128, T140-T141, T148, T151, T176, T195, T202, T209, T246, T262, T276, T277, T285  <b>Unit 6:</b> T234, T260  <b>Unit 7:</b> T86, T172, T190, T230, T296, T326  <b>Unit 8:</b> T22, T25, T39, T61, T91, T92, T174, T189, T200, T209, T216, T223, T224, T239, T263, T277, T293, T301, T302

<b>Reading Essentials</b>
<b>Unit 6: Phonemic Awareness and Phonics</b>
<b>7a. Demonstrate understanding of book and print concepts by doing the following: Locating front and back covers, title page, and inside pages of a book. (ELA-1-E2)</b>
<b>Unit 1:</b> T237  <b>Unit 6:</b> T31, T40  <b>Unit 7:</b> T31, T296  <b>Unit 8:</b> T33

<b>Reading Essentials</b>
<b>Unit 6: Phonemic Awareness and Phonics</b>
<b>29. Print all uppercase and lowercase letters. (ELA-3-E1)</b>
<b>Unit 1:</b> T108, T109, T130, T131, T147, T161, T189, T203, T215, T225, T226, T234, T238, T253, T278, T281, T299, T317  <b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T150, T164, T176, T177, T186, T198, T222, T248, T265, T281, T288, T291  <b>Unit 3:</b> T213, T223, T277, T289  <b>Unit 4:</b> T27, T35, T57, T61, T77, T81, T87, T91, T94, T97, T111, T129, T133, T141, T145, T153, T157, T165, T169, T175, T187, T199, T209, T217, T225, T228, T243, T269, T285, T301, T309, T313  <b>Unit 5:</b> T37, T71, T79, T83, T95, T127, T142, T143, T155, T179, T206, T209, T221, T261, T289  <b>Unit 6:</b> T25, T37, T69, T86, T89, T101, T123, T137, T161, T164, T167, T193, T203, T219, T225, T237, T263, T295, T299, T311  <b>Unit 7:</b> T25, T37, T73, T93, T105, T129, T171, T177, T203, T213, T217, T229, T235, T331  <b>Unit 8:</b> T97, T179, T224, T229, T305, T307

<b>Reading Essentials</b>
<b>Unit 6: Phonemic Awareness and Phonics</b>
<b>30. Print letters and words with proper figure grounding on a line and with appropriate spaces between words. (ELA-3-E1)</b>
<b>Unit 1:</b> T108, T109, T130, T131, T147, T161, T189, T203, T215, T225, T226, T234, T238, T253, T278, T281, T299, T317  <b>Unit 2:</b> T24, T36, T37, T54, T66, T94, T114, T129, T140, T150, T164, T176, T177, T186, T198, T222, T248, T265, T281, T288, T291  <b>Unit 3:</b> T213, T223, T277, T289  <b>Unit 4:</b> T27, T35, T57, T61, T77, T81, T87, T91, T94, T97, T111, T129, T133, T141, T145, T153, T157, T165, T169, T175, T187, T199, T209, T217, T225, T228, T243, T269, T285, T301, T309, T313  <b>Unit 5:</b> T37, T71, T79, T83, T95, T127, T142, T143, T155, T179, T206, T209, T221, T261, T289  <b>Unit 6:</b> T25, T37, T69, T86, T89, T101, T123, T137, T161, T164, T167, T193, T203, T219, T225, T237, T263, T295, T299, T311  <b>Unit 7:</b> T25, T37, T73, T93, T105, T129, T171, T177, T203, T213, T217, T229, T235, T331  <b>Unit 8:</b> T97, T179, T224, T229, T305, T307

<b>Reading Essentials</b>
<b>Unit 6: Phonemic Awareness and Phonics</b>
<b>31. Identify and use uppercase letters at the beginning of own first and last names. (ELA-3-E2)</b>
<b>Unit 1:</b> T24, T40, T53, T82  <b>Unit 2:</b> T53, T279, T287  <b>Unit 4:</b> T58  <b>Unit 5:</b> T70  <b>Unit 6:</b> T53

<b>Reading Essentials</b>
<b>Unit 6: Phonemic Awareness and Phonics</b>
<b>35. Give and follow one- and two-step verbal and nonverbal directions without interrupting. (ELA-4-E2)</b>
<p><b>Unit 1:</b> T24, T41, T43, T46, T49, T51, T53, T55, T57, T62, T63, T65, T66, T69, T71, T75, T77, T79, T82, T83, T84, T85, T87, T90, T91, T92, T93, T94, T95, T109, T111, T114, T117, T123, T128, T129, T130, T131, T132, T133, T134, T137, T139, T144, T150, T153, T158, T160, T161, T162, T168, T169, T170, T171, T174, T175, T186, T197, T188, T189, T191, T201, T202, T203, T205, T212, T213, T214, T215, T216, T217, T222, T223, T224, T225, T226, T227, T232, T233, T234, T235, T237, T238, T250, T251, T252, T253, T254, T255, T261, T263, T265, T267, T269, T271, T278, T279, T280, T281, T282, T283, T284, T287, T289, T291, T296, T297, T298, T299, T300, T301, T302, T305, T307, T314, T315, T316, T317, T318, T320, T324, T325, T326, T327, T329, T331</p> <p><b>Unit 2:</b> T22, T23, T24, T25, T34, T35, T36, T37, T43, T45, T52, T54, T55, T56, T64, T65, T66, T67, T76, T77, T78, T92, T93, T94, T95, T98, T101, T103, T107, T112, T113, T114, T115, T126, T127, T128, T129, T138, T139, T140, T141, T146, T147, T148, T150, T151, T162, T163, T164, T165, T175, T176, T177, T184, T185, T186, T187, T190, T196, T197, T198, T199, T204, T205, T206, T207, T208, T220, T221, T222, T223, T229, T231, T233, T235, T239, T241, T246, T247, T248, T249, T262, T263, T264, T265, T275, T278, T280, T281, T283, T286, T287, T288, T289, T291</p> <p><b>Unit 3:</b> T22, T23, T25, T34, T35, T41, T43, T45, T47, T51, T52, T53, T68, T69, T70, T71, T72, T73, T76, T77, T80, T92, T93, T94, T101, T105, T109, T113, T118, T119, T120, T122, T134, T135, T148, T149, T150, T151, T152, T153, T156, T157, T158, T159, T160, T172, T173, T178, T184, T185, T186, T192, T193, T198, T199, T200, T201, T206, T207, T208, T210, T222, T223, T231, T233, T246, T247, T259, T260, T261, T274, T275, T276, T278, T282, T283, T285</p> <p><b>Unit 4:</b> T22, T24, T26, T27, T36, T37, T38, T39, T42, T45, T47, T49, T53, T59, T60, T61, T78, T79, T80, T81, T88, T89, T90, T91, T93, T94, T95, T106, T107, T108, T109, T110, T111, T114, T117, T119, T121, T123, T125, T130, T131, T132, T133, T134, T142, T143, T144, T145, T146, T154, T155, T156, T157, T158, T166, T167, T168, T169, T170, T171, T184, T185, T186, T187, T190, T193, T196, T197, T198, T199, T206, T207, T208, T209, T211, T214, T215, T216, T217, T219, T221, T222, T223, T224, T225, T227, T228, T240, T241, T242, T243, T251, T253, T255, T259, T266, T267, T268, T269, T282, T283, T284, T285, T286, T295, T297, T298, T299, T300, T301, T306, T305, T306, T307, T308, T309, T310, T311</p> <p><b>Unit 5:</b> T22, T23, T24, T25, T30, T31, T34, T35, T36, T37, T43, T47, T52, T53, T54, T55, T56, T67, T68, T69, T70, T71, T72, T73, T76, T77, T79, T80, T81, T92, T93, T94, T95, T98, T101, T105, T107, T112, T113, T114, T115, T116, T124, T125, T126, T127, T138, T139, T140, T141, T142, T143, T146, T147, T148, T164, T165, T166, T167, T176, T177, T178, T179, T183, T186, T187, T188, T189, T194, T195, T199, T202, T203, T204, T206, T218, T219, T220, T221, T229, T231, T239, T242, T243, T244, T245, T258, T259, T260, T261, T262, T274, T275, T276, T277, T278, T282, T283</p> <p><b>Unit 6:</b> T22, T23, T24, T25, T34, T35, T36, T37, T43, T47, T49, T51, T54, T55, T56, T57, T58, T66, T67, T68, T69, T70, T72, T82, T83, T84, T85, T98, T99, T100, T101, T104, T107, T109, T111, T113, T115, T120, T121, T122, T123, T124, T134, T135, T136, T137, T138, T148, T149, T150, T151, T152, T153, T154, T157, T158, T159, T160, T161, T162, T164, T176, T177, T178, T179, T180, T184, T190, T191, T192, T193, T194, T199, T200, T201, T202, T203, T208, T209, T210, T211, T216, T217, T218, T219, T220, T222, T234, T235, T236, T237, T243, T245, T253, T255, T257, T259, T260, T261, T263, T274, T275, T276, T277, T292, T293, T294, T295, T296, T299, T302, T303, T304, T305, T306, T309</p> <p><b>Unit 7:</b> T22, T24, T25, T25, T34, T35, T36, T37, T40, T43, T45, T47, T49, T51, T53, T56, T57, T58, T59, T60, T70, T71, T72, T73, T74, T76, T86, T87, T88, T89, T90, T102, T103, T105, T111, T113, T115, T117, T119, T121, T126, T127, T128, T129, T130, T144, T145, T146, T147, T148, T158, T159, T160, T161, T162, T163, T164, T165, T167, T168, T169, T170, T171, T174, T186, T187, T188, T189, T190, T194, T197, T200, T201, T202, T203, T204, T210, T211, T212, T213, T218, T219, T220, T221, T226, T227, T228, T229, T230, T244, T245, T246, T247, T253, T255, T257, T259, T261, T263, T265, T267, T269, T271, T274, T275, T276, T277, T292, T293, T294, T295, T310, T311, T312, T313, T314, T319, T322, T323, T324, T326</p> <p><b>Unit 8:</b> T22, T23, T24, T25, T36, T37, T38, T39, T49, T53, T55, T58, T59, T60, T61, T62, T78, T79, T80, T81, T83, T84, T88, T90, T91, T92, T94, T106, T107, T108, T109, T115, T117, T119, T121, T123, T125, T127, T130, T131, T132, T133, T134, T146, T147, T148, T149, T150, T160, T161, T162, T163, T164, T165, T166, T167, T170, T172, T173, T174, T176, T188, T189, T192, T198, T199, T200, T201, T202, T208, T209, T214, T215, T216, T217, T222, T223, T224, T238, T239, T245, T247, T249, T262, T263, T264, T265, T276, T277, T281, T283, T285, T287, T292, T293, T295, T296, T300, T301</p>

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**Correlation to**  
**Louisiana Comprehensive Curriculum English Language Arts**  
**Grade 1**

**Unit 1: Story Time**

<b>English Language Arts</b>
<b>Unit 1: Story Time</b>
<b>12a. Identify story elements, including: Speaker or narrator. (ELA-1-E3)</b>
<b>Unit 1:</b> T234, T235, T237, T238  <b>Unit 2:</b> T49, T165  <b>Unit 6:</b> T239  <b>Unit 7:</b> 20, 23E, 31, 63E, 81C, 81E, 89E, 93, 95, 95C, 95E;  <b>Unit 8:</b> 109E, 195M  <b>Unit 9:</b> 31, 33E, 51C, 51E, 55, 65E, 71, 77, 81E, 87, 87 <sup>E</sup> , 129

<b>English Language Arts</b>
<b>Unit 1: Story Time</b>
<b>12b. Identify story elements, including: Setting. (ELA-1-E3)</b>
<b>Unit 1:</b> T210, T233, T237, T256, T298  <b>Unit 3:</b> T52, T66, T70, T82, T88, T100, T106, T168, T186, T202, T224, T240, T258, T290 <b>Unit 4:</b> T33, T52, T72, T88, T104, T132, T152, T170, T186, T202, T232, T250, T260, T264 <b>Unit 5:</b> T88, T102, T108, T136, T150, T168, T184, T234 <b>Unit 6:</b> T34, T56, T61, T72, T90, T108, T136, T154, T168, T184, T202, T228, T248, T270, T290 <b>Unit 7:</b> 20, 35, 63A, 63E, 89E, 89F, 93, 95C, 95D, 95E, 99G <b>Unit 8:</b> 109E, 133, 135, 137, 139, 141, 142, 143, 145, 147, 149, 151E, 193A <b>Unit 9:</b> 31, 51E, 55, 62, 65E, 71, 77, 81E, 87E, 101, 129, 135I <b>Unit 10:</b> 201, 203, 203C, 203D, 217E



<b>English Language Arts</b>
<b>Unit 1: Story Time</b>
<b>12c. Identify story elements, including: Characters. (ELA-1-E3)</b>
<b>Unit 1:</b> T136, T233, T234, T235, T237, T238, T256, T257, T299  <b>Unit 3:</b> T66  <b>Unit 4:</b> T133  <b>Unit 5:</b> T148  <b>Unit 6:</b> T67  <b>Unit 7:</b> 23E, 63E, 81E, 89E, 93, 95C, 95E, 97A  <b>Unit 8:</b> 109C, 109E, 121A, 151E, 193F  <b>Unit 9:</b> 33E, 51E, 65E, 73, 75, 77, 79, 81E, 87, 87E, 129  <b>Unit 10:</b> 217E

<b>English Language Arts</b>
<b>Unit 1: Story Time</b>
<b>12d. Identify story elements, including: Plot. (ELA-1-E3)</b>
<b>Unit 1:</b> T136, T233, T234, T235, T237, T238, T256, T257, T299  <b>Unit 3:</b> T66  <b>Unit 4:</b> T133  <b>Unit 5:</b> T148  <b>Unit 6:</b> T67  <b>Unit 7:</b> 23E, 63E, 81E, 89E, 93, 95C, 95E, 97A  <b>Unit 8:</b> 109C, 109E, 121A, 151E, 193F  <b>Unit 9:</b> 33E, 51E, 65E, 73, 75, 77, 79, 81E, 87, 87E, 129  <b>Unit 10:</b> 217E

<b>English Language Arts</b>
<b>Unit 1: Story Time</b>
<b>12e. Identify story elements, including: Problems and solution. (ELA-1-E4)</b>
<b>Unit 9:</b> 81E, 117A  <b>Unit 10:</b> 195E

<b>English Language Arts</b>
<b>Unit 1: Story Time</b>
<b>13. Identify literary devices, including dialogue. (ELA-1-E4)</b>
<b>Unit 3:</b> T149, T187
<b>Unit 8:</b> 121E
<b>Unit 9:</b> 121B

<b>English Language Arts</b>
<b>Unit 1: Story Time</b>
<b>14. Retell a story's beginning, middle, and end. (ELA-1-E4)</b>
<b>Unit 1:</b> T67, T103, 136, T149, T187, T251, T269, T291, T311
<b>Unit 2:</b> T31, T49, T71, T92, T93, T113, T143, T165, T185, T203, T225, T275, T297, T317, T335, T336
<b>Unit 3:</b> T28, T29, T44, T45, T81, T99, T124, T125, T127, T144, T145, T159, T180, T181, T197, T222, T223, T237, T251, T270, T271, T286, T287, T289, T290
<b>Unit 4:</b> T27, T28, T29, T45, T65, T83, T99, T123, T144, T145, T162, T163, T198, T199, T222, T223, T243, T275, T290, T291, T292
<b>Unit 5:</b> T28, T29, T44, T45, T65, T100, T101, T128, T129, T162, T163, T179, T195, T224, T225, T247, T268, T269, T275, T277, T288, T289, T309, T310
<b>Unit 6:</b> T28, T29, T30, T33, T47, T83, T101, T127, T146, T147, T179, T222, T238, T239, T258, T259, T302
<b>Unit 7:</b> 95, 99G
<b>Unit 8:</b> 195M
<b>Unit 9:</b> 51E, 81E, 135I
<b>Unit 10:</b> 261K

<b>English Language Arts</b>
<b>Unit 1: Story Time</b>
<b>16. Compare the similarities/differences between events in a story and events in life. (ELA-1-E6)</b>
<b>Unit 1:</b> T256
<b>Unit 2:</b> T228
<b>Unit 3:</b> T50, T66, T89, T106, T130, T224, T226, T238, T240, T272
<b>Unit 5:</b> T50, T68, T70, T84, T104, T105, T109, T166, T169, T182, T200, T232, T274, T276
<b>Unit 6:</b> T134, T137, T150, T152, T166, T169
<b>Unit 7:</b> 19, 23, 45, 46, 54, 60, 68, 60, 65, 68, 74, 78, 80, 83, 86C, 91, 94, 97
<b>Unit 8:</b> 101BB, 109D, 111, 115, 122, 123A, 129, 140, 142, 146, 150, 153A, 153, 179A, 179, 195
<b>Unit 9:</b> 14, 26, 33E, 56, 60, 65C, 72, 73, 74, 76, 79, 85, 90, 94

<b>English Language Arts</b>
<b>Unit 1: Story Time</b>
<b>18. Demonstrate oral reading fluency of at least 40 words per minute in first-grade text with appropriate phrasing and intonation. (ELA-1-E7)</b>
<b>Unit 2:</b> T54, T117, T147, T151, T167, T171, T257, T259, T299, T303
<b>Unit 3:</b> T45, T49, T66, T100, T146, T165, T182, T198, T200, T224, T238, T257, T270, T272, T286, T289
<b>Unit 4:</b> T127, T130, T145, T147, T148, T150, T153, T165, T166, T168, T181, T184, T199, T201, T278, T292
<b>Unit 5:</b> T50, T52, T70, T178, T179, T194, T224, T225, T232, T246, T268, T277, T288
<b>Unit 6:</b> T39, T51, T52, T53, T54, T55, T57, T67, T68, T69, T70, T71, T73, T82, T84, T85, T86, T87, T88, T89, T100, T101, T103, T104, T105, T106, T107, T109, T127, T130, T131, T132, T133, T134, T135, T137, T146, T149, T150, T151, T152, T153, T155, T165, T165, T167, T169, T181, T182, T183, T185, T197, T198, T199, T200, T201, T203, T223, T224, T225, T226, T227, T229, T243, T244, T245, T246, T247, T249, T258, T265, T266, T267, T268, T269, T271, T280, T287, T285, T286, T288, T289, T291, T302
<b>Unit 7:</b> 12F, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 23C, 24, 26O, 26, 27, 28, 29, 30, 31, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 43C, 44, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63C, 64, 66, 66O, 66P, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 86, 89, 89C, 90, 92M, 92, 93, 94, 95A, 95B, 95C, 94, 96, 98
<b>Unit 8:</b> 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121C, 122, 124, 126, 128, 132E, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 154O, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 177C, 178, 180O, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193C, 194
<b>Unit 9:</b> 12E, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 33C, 38G, 38H, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 51C, 51E, 54O, 54P, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65C, 70E, 70F, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 81E, 84O, 84P, 84, 85, 86, 7, 90E, 90F, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 117C, 122G, 122H, 122, 123, 124, 125, 126, 127, 128, 130, 131, 133C, 135I
<b>Unit 10:</b> 138F, 150E, 158O, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 180O, 200E, 206Q, 214, 217E, 220G, 236O, 237, 238, 246, 247, 256, 261K

<b>English Language Arts</b>
<b>Unit 1: Story Time</b>
<b>19. Identify and state/tell cultural differences found in literature read aloud. (ELA-6-E1)</b>
<b>Unit 1:</b> T72, T73
<b>Unit 2:</b> T224, T225, T254, T255
<b>Unit 3:</b> T126, T127, T164, T165, T166, T167, T184, T185, T236, T237, T250, T251, T256, T257, T271
<b>Unit 4:</b> T50, T51, T86, T87
<b>Unit 5:</b> T50, T51, T70, T71, T274, T275, T289
<b>Unit 6:</b> T91
<b>Unit 8:</b> 123A, 130, 131, 179A
<b>Unit 10:</b> 165, 261A

<b>English Language Arts</b>
<b>Unit 1: Story Time</b>
<b>20. Explain the difference between a fable and a fairy tale. (ELA-6-E2)</b>
<b>Unit 1:</b> T49, T69, T87, T105, T151, T169, T189, T205, T231, T235, T255, T271, T313
<b>Unit 2:</b> T50, T72, T114, T122, T144, T204, T206, T226, T228, T276
<b>Unit 3:</b> T47, T128, T150, T188, T252
<b>Unit 4:</b> T46, T124, T224
<b>Unit 5:</b> T226, T228, T248, T270, T290, T292
<b>Unit 6:</b> T48, T129, T194, T220, T240, T262, T282
<b>Unit 7:</b> 11O, 23A, 26A, 26M, 43E, 46A, 46M, 66A, 66M, 86C, 86, 92A, 92M, 92N, 98C, 99A
<b>Unit 8:</b> 101M, 112C, 124A, 124M, 132C, 154A, 154M, 177E, 180A, 180M
<b>Unit 9:</b> 11DD, 36A, 36M, 46, 51E, 54A, 54M, 84A, 120A, 122E, 122H, 131
<b>Unit 10:</b> 137M, 158A, 158M, 180A, 206A, 215, 236A, 237, 239, 241, 245, 247, 249, 251, 253, 255, 256, 259C

<b>English Language Arts</b>
<b>Unit 1: Story Time</b>
<b>21. Distinguish between a poem, a fable, and a fairy tale. (ELA-6-E3)</b>
<b>Unit 1:</b> T49, T69, T87, T105, T151, T169, T189, T205, T231, T235, T255, T271, T313
<b>Unit 2:</b> T50, T72, T114, T122, T144, T204, T206, T226, T228, T276
<b>Unit 3:</b> T47, T128, T150, T188, T252
<b>Unit 4:</b> T46, T124, T224
<b>Unit 5:</b> T226, T228, T248, T270, T290, T292
<b>Unit 6:</b> T48, T129, T194, T220, T240, T262, T282
<b>Unit 7:</b> 11O, 23A, 26A, 26M, 43E, 46A, 46M, 66A, 66M, 86C, 86, 92A, 92M, 92N, 98C, 99A
<b>Unit 8:</b> 101M, 112C, 124A, 124M, 132C, 154A, 154M, 177E, 180A, 180M
<b>Unit 9:</b> 11DD, 36A, 36M, 46, 51E, 54A, 54M, 84A, 120A, 122E, 122H, 131
<b>Unit 10:</b> 137M, 158A, 158M, 180A, 206A, 215, 236A, 237, 239, 241, 245, 247, 249, 251, 253, 255, 256, 259C

<b>English Language Arts</b>
<b>Unit 1: Story Time</b>
<b>22a. Demonstrate understanding of information in texts using a variety of strategies, including: Identifying the main idea and some detail in text. (ELA-7-E1)</b>
<b>Unit 2:</b> T147, T167, T171, T189, T231, T259, T261
<b>Unit 4:</b> T127, T129, T132, T149, T152, T165, T167, T170, T171, T181, T183, T185, T186, T187, T201, T202, T203
<b>Unit 5:</b> T51, T69, T85, T105, T107, T253, T255
<b>Unit 6:</b> T69, T73, T71, T87, T89, T133, T151, T153, T167, T183
<b>Unit 7:</b> 67, 69, 71, 73, 75, 77, 79, 81C
<b>Unit 8:</b> 135, 139, 143, 145, 147, 149, 151, 177
<b>Unit 9:</b> 107, 109, 111, 113, 115
<b>Unit 10:</b> 177A, 201, 203C

<b>English Language Arts</b>
<b>Unit 1: Story Time</b>
<b>22b. Demonstrate understanding of information in texts using a variety of strategies, including: After finishing a story, discuss predictions made during reading to determine whether they were reasonable. (ELA-7-E1)</b>
<b>Unit 1:</b> T92, T148, T238, T273, T293, T315, T318
<b>Unit 2:</b> T52, T74, T76, T166, T184, T202, T224, T228, T256, T278, T298
<b>Unit 3:</b> T48, T66, T68, T82, T100, T162, T182, T198, T281
<b>Unit 4:</b> T35, T49, T67, T68, T85, T86, T101, T102, T126, T146, T164, T226
<b>Unit 5:</b> T48, T128, T194, T230
<b>Unit 6:</b> T34, T50, T66, T102, T132, T148, T150, T164, T180, T182, T196, T222, T242, T264, T284
<b>Unit 7:</b> 11FF, 12C, 12, 16, 18, 23C, 26M, 26O, 30, 32, 34, 38, 40, 46M, 46, 66M, 98C
<b>Unit 8:</b> 102C, 112C, 124M, 154M, 154, 162, 164, 166, 168, 170, 172, 174, 180M, 182, 188, 190
<b>Unit 9:</b> 11FF, 12C, 16, 22, 24, 26, 35E, 35F, 35G, 35H, 36M, 37D, 37E, 38E, 42, 44, 46, 53E, 53F, 53G, 54, 56, 58, 59, 62, 64, 67F, 67G, 67H, 70C, 83E, 83F, 86, 87C, 89F, 90C, 94, 100, 106, 110, 112, 119H, 120M, 120, 121D, 122E, 128, 129, 130, 135E, 135F, 135M, 135N

<b>English Language Arts</b>
<b>Unit 1: Story Time</b>
<b>22c. Demonstrate understanding of information in texts using a variety of strategies, including: Making simple inferences about characters and events. (ELA-7-E1)</b>
<p><b>Unit 1:</b> T38, T238, T273, T274, T275, T277, T295, T296, T299, T298, T318, T296, T297, T295</p> <p><b>Unit 2:</b> T55, T77, T79, T97, T117, T121, T170, T281, T301, T319,</p> <p><b>Unit 3:</b> T52, T68, T84, T102, T105, T165, T167, T185, T201, T225, T227, T239, T257</p> <p><b>Unit 4:</b> T50, T68, T86, T88, T102, T104, T229, T231, T247, T249, T263, T264, T277</p> <p><b>Unit 5:</b> T135, T230</p> <p><b>Unit 6:</b> T33, T39, T108, T130, T132, T133, T137, T149, T151, T153, T165, T166</p> <p><b>Unit 7:</b> 30, 34, 38, 40, 46J, 46P, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 63C, 63D, 66J, 92J</p> <p><b>Unit 8:</b> 101V, 102O, 113, 114, 115, 116, 117, 118, 119, 121F, 124J, 124M, 154J, 154N, 162, 164, 166, 172, 174, 180J, 182, 190</p> <p><b>Unit 9:</b> 11V, 11DD, 12E, 12F, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 26, 33C, 36J, 37, 38G, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 54O, 54P, 70E, 70F, 71, 72, 73, 74, 75, 76, 77, 78, 79, 84, 85, 86, 87, 84J, 84P, 87C, 90E, 103, 106, 110, 114, 116, 120J, 122G, 126, 128</p> <p><b>Unit 10:</b> 137DD, 158, 163, 177C, 183, 184, 185, 187, 189, 191, 193, 206J, 206Q, 206R, 207, 208, 209, 211, 213, 214, 215, 217, 236J, 246, 253</p>

<b>English Language Arts</b>
<b>Unit 1: Story Time</b>
<b>22d. Demonstrate understanding of information in texts using a variety of strategies, including: Resolving questions about meaning by using prior knowledge, basic reasoning skills, context clues, and pictures during read-alouds. (ELA-7-E1)</b>
<p><b>Unit 1:</b> T50, T70, T88, T110, T132, T152, T170, T190, T206, T232, T272, T314</p> <p><b>Unit 2:</b> T94, T114, T186, T206, T207, T229, T2587, T279, T298, T299, T318, T319, TT321</p> <p><b>Unit 3:</b> T30, T47, T48, T49, T50, T83, T86, T89, T101, T104, T106, T130, T131, T146, T147, T162, T198, T224, T238, T254, T272</p> <p><b>Unit 4:</b> T48, T66, T84, T126, T146, T164</p> <p><b>Unit 5:</b> T30, T66, T82, T102, T132, T197, T228, T250, T272, T292</p> <p><b>Unit 6:</b> T34, T50, T66, T84, T85, T102, T130, T131, T148, T149, T164, T165, T169, T180, T181, T196, T222, T242, T264, T284</p> <p><b>Unit 7:</b> 11AA, 12C, 26M, 46M, 66M, 86C, 92M, 98C</p> <p><b>Unit 8:</b> 101Y, 112C, 124M, 132C, 154M, 179G-179H, 179I, 180M, 195Q</p> <p><b>Unit 9:</b> 11Y, 12C, 36M, 38E, 54M, 70C, 84M, 90C, 122E</p> <p><b>Unit 10:</b> 137Y, 138C, 150C, 158M, 158O, 180M, 200C, 200E, 206O, 220E, 236M, 236O</p>

<b>English Language Arts</b>
<b>Unit 1: Story Time</b>
<b>23. Identify alternative solutions and consequences to a problem in texts (ELA-7-E2)</b>
<b>Unit 9:</b> 81E, 117A
<b>Unit 10:</b> 195E

<b>English Language Arts</b>
<b>Unit 1: Story Time</b>
<b>25b. Apply basic reasoning skills, including: Telling differences between reality and fantasy in texts. (ELA-7-E4)</b>
<b>Unit 1:</b> T38, T174, T233, T235, T239, T255, T317
<b>Unit 2:</b> T226, T228, T256, T276
<b>Unit 3:</b> T47, T160, T162, T182, T204, T259, T274, T290
<b>Unit 4:</b> T48, T66, T133
<b>Unit 5:</b> T46, T66, T148, T164, T180, T197, T198, T226, T248, T250, T270, T292
<b>Unit 6:</b> T48, T50, T75, T128, T130, T194, T196, T220, T222, T240, T245, T247, T262, T264, T282
<b>Unit 10:</b> 237, 239, 241, 243, 245, 247, 249, 252, 253, 255, 257, 259, 259C, 259D

<b>English Language Arts</b>
<b>Unit 1: Story Time</b>
<b>25c. Apply basic reasoning skills, including: Formulating questions beginning with <i>who</i>, <i>what</i>, <i>when</i>, <i>where</i>, and <i>why</i> about texts read independently. (ELA-7-E4)</b>
<b>Unit 1:</b> T38, T103, T110, T136, T149, T156, T187, T194, T241, T251, T256, T269, T291, T298, T311
<b>Unit 2:</b> T31, T35, T49, T56, T71, T78, T92, T93, T97, T113, T117, T120, T143, T165, T185, T203, T210, T225, T255, T275, T297, T304, T317, T335, T339
<b>Unit 3:</b> T28, T29, T33, T44, T45, T51, T61, T64, T65, T70, T72, T81, T88, T99, T124, T125, T127, T134, T136, T144, T145, T159, T168, T170, T180, T181, T186, T197, T202, T222, T223, T237, T251, T258, T270, T271, T286, T287, T289
<b>Unit 4:</b> T27, T28, T29, T45, T65, T83, T99, T123, T132, T144, T145, T152, T162, T163, T170, T186, T198, T199, T202, T222, T223, T232, T243, T250, T264, T275, T278, T290, T291
<b>Unit 5:</b> T28, T29, T44, T45, T65, T86, T100, T101, T108, T128, T129, T162, T163, T179, T162, T163, T179, T195, T202, T224, T225, T247, T268, T269, T288, T289, T297, T309
<b>Unit 6:</b> T28, T29, T30, T31, T33, T37, T47, T56, T72, T83, T90, T92, T101, T108, T127, T136, T138, T146, T147, T154, T168, T179, T184, T202, T228, T238, T239, T248, T258, T259, T265, T261, T270, T281, T290, T301
<b>Unit 7:</b> 11DD, 13, 22, 23A, 25, 26M, 43, 43A, 63, 63A, 81A, 89A, 99, 95A, 99A, 99K
<b>Unit 8:</b> 109, 121, 127, 130, 151, 177, 193
<b>Unit 9:</b> 33, 51, 81
<b>Unit 10:</b> 137BB, 147, 155, 203

<b>English Language Arts</b>
<b>Unit 1: Story Time</b>
<b>48. Ask questions to clarify directions and/or other classroom routines. (ELA-4-E2)</b>
<b>Unit 1:</b> T97  <b>Unit 3:</b> T275  <b>Unit 5:</b> T77, T122, T231  <b>Unit 7:</b> 92K  <b>Unit 8:</b> 107, 127B  <b>Unit 10:</b> 155D, 201, 203E

<b>English Language Arts</b>
<b>Unit 1: Story Time</b>
<b>49a. Retell stories with the following included: Sequential order using vocabulary from the story. (ELA-4-E3)</b>
<b>Unit 1:</b> T103, T149, T187, T251, T269, T291, T311  <b>Unit 2:</b> T31, T42, T49, T63, T71, T86, T92, T93, T113, T135, T143, T157, T165, T185, T203, T225, T255, T275, T297, T317, T335  <b>Unit 3:</b> T28, T29, T44, T45, T64, T65, T81, T99, T124, T125, T127, T136, T144, T145, T159, T180, T181, T187, T197, T222, T223, T237, T251, T270, T271, T274, T286, T287, T289  <b>Unit 4:</b> T27, T28, T29, T45, T65, T83, T99, T123, T144, T145, T162, T163, T198, T199, T222, T223, T243, T275, T290, T291  <b>Unit 5:</b> T28, T29, T44, T45, T65, T100, T101, T128, T129, T162, T163, T179, T195, T224, T225, T247, T268, T269, T288, T289, T309  <b>Unit 6:</b> T28, T29, T30, T31, T33, T47, T83, T92, T101, T108, T127, T146, T147, T179, T238, T239, T248, T258, T261, T267, T271, T281, T295, T301, T302  <b>Unit 7:</b> 23A, 63A  <b>Unit 8:</b> 102, 106, 108, 109, 109A, 109C, 121, 127, 151, 177E, 193, 195Q  <b>Unit 9:</b> 33, 33F, 37, 51, 51F, 65, 81, 87A, 135I  <b>Unit 10:</b> 217E, 261O



<b>English Language Arts</b>
<b>Unit 1: Story Time</b>
<b>49b. Retell stories with the following included: Descriptive words to answer questions about characters, settings, and events of a story. (ELA-4-E3)</b>
<b>Unit 1:</b> T103, T149, T187, T251, T269, T291, T311
<b>Unit 2:</b> T31, T42, T49, T63, T71, T86, T92, T93, T113, T135, T143, T157, T165, T185, T203, T225, T255, T275, T297, T317, T335
<b>Unit 3:</b> T28, T29, T44, T45, T64, T65, T81, T99, T124, T125, T127, T136, T144, T145, T159, T180, T181, T187, T197, T222, T223, T237, T251, T270, T271, T274, T286, T287, T289
<b>Unit 4:</b> T27, T28, T29, T45, T65, T83, T99, T123, T144, T145, T162, T163, T198, T199, T222, T223, T243, T275, T290, T291
<b>Unit 5:</b> T28, T29, T44, T45, T65, T100, T101, T128, T129, T162, T163, T179, T195, T224, T225, T247, T268, T269, T288, T289, T309
<b>Unit 6:</b> T28, T29, T30, T31, T33, T47, T83, T92, T101, T108, T127, T146, T147, T179, T238, T239, T248, T258, T261, T267, T271, T281, T295, T301, T302
<b>Unit 7:</b> 23A, 63A
<b>Unit 8:</b> 102, 106, 108, 109, 109A, 109C, 121, 127, 151, 177E, 193, 195Q
<b>Unit 9:</b> 33, 33F, 37, 51, 51F, 65, 81, 87A, 135I
<b>Unit 10:</b> 217E, 261O

<b>English Language Arts</b>
<b>Unit 1: Story Time</b>
<b>56. Engage in discussions about classroom procedures and rules. (ELA-4-E7)</b>
<b>Unit 1:</b> T38, T54, T67, T74, T92, T94, T110, T136, T156, T174, T194, T210, T238, T256, T276, T298, T318
<b>Unit 2:</b> T35, T39, T56, T61, T78, T80, T81, T98, T100, T103, T120, T150, T153, T170, T173, T188, T210, T215, T232, T234, T260, T282, T302, T320, T325, T336, T338
<b>Unit 3:</b> T33, T52, T53, T54, T55, T69, T70, T71, T85, T88, T89, T93, T103, T106, T107, T111, T133, T134, T148, T149, T150, T165, T167, T168, T169, T171, T173, T185, T186, T187, T189, T191, T201, T202, T203, T207, T226, T229, T240, T241, T257, T258, T259, T274, T275, T290, T292, T293
<b>Unit 4:</b> T33, T37, T51, T52, T55, T57, T69, T71, T72, T73, T75, T87, T88, T89, T93, T103, T104, T105, T109, T132, T133, T134, T152, T155, T170, T171, T173, T186, T187, T191, T202, T204, T232, T233, T235, T250, T251, T264, T265, T267, T283, T292, T294
<b>Unit 5:</b> T33, T54, T72, T88, T108, T136, T152, T153, T154, T155, T164, T168, T169, T184, T185, T204, T205, T207, T234, T235, T256, T258, T278, T281, T298, T299, T300, T301, T303, T310, T312
<b>Unit 6:</b> T37, T56, T72, T73, T90, T108, T136, T137, T138, T154, T168, T170, T184, T202, T205, T228, T229, T248, T249, T253, T270, T273, T290, T291, T292, T302, T304, T305
<b>Unit 7:</b> 99G
<b>Unit 8:</b> 109D, 109E, 193E, 195
<b>Unit 9:</b> 11CC, 35, 51F, 83E, 133D, 135F
<b>Unit 10:</b> 149A, 261K, 261M, 261N

## Unit 2: Put On Your Thinking Cap

<b>English Language Arts</b>
<b>Unit 2: Put On Your Thinking Cap</b>
<b>7. Give more than one definition for grade-appropriate words that have more than one meaning. (ELA-1-E2)</b>
<b>Unit 2:</b> T66, T67, T180, T181

<b>English Language Arts</b>
<b>Unit 2: Put On Your Thinking Cap</b>
<b>10. Identify table of contents in a book. (ELA-1-E3)</b>
<b>Unit 1:</b> T50, T55, T70, T88, T106, T132, T152, T170, T190, T206, T232, T252, T272
<b>Unit 2:</b> T52, T74, T146, T206, T228, T278
<b>Unit 3:</b> T48, T130, T146, T162, T182, T198, T254
<b>Unit 4:</b> T48, T66, T84, T126, T133, T146, T164, T226, T244, T260, T276
<b>Unit 5:</b> T48, T66, T82, T102, T132, T148, T180, T198, T228, T250, T272, T292
<b>Unit 6:</b> T48
<b>Unit 7:</b> 65A, 66M,
<b>Unit 8:</b> 102C, 112C, 124M, 129A, 132C, 154M, 180M
<b>Unit 9:</b> 12C, 36M, 38E, 54M, 70C, 84M, 90C, 120M, 122E
<b>Unit 10:</b> 150C, 158M, 180M, 200C, 206O, 220E, 236M

<b>English Language Arts</b>
<b>Unit 2: Put On Your Thinking Cap</b>
<b>12a. Identify story elements, including: Speaker or narrator. (ELA-1-E4)</b>
<b>Unit 1:</b> T234, T235, T237, T238
<b>Unit 2:</b> T49, T165
<b>Unit 6:</b> T239
<b>Unit 7:</b> 20, 23E, 31, 63E, 81C, 81E, 89E, 93, 95, 95C, 95E;
<b>Unit 8:</b> 109E, 195M
<b>Unit 9:</b> 31, 33E, 51C, 51E, 55, 65E, 71, 77, 81E, 87, 87 <sup>E</sup> , 129

<b>English Language Arts</b>
<b>Unit 2: Put On Your Thinking Cap</b>
<b>12b. Identify story elements, including: Setting. (ELA-1-E4)</b>
<b>Unit 1:</b> T210, T233, T237, T256, T298 <b>Unit 3:</b> T52, T66, T70, T82, T88, T100, T106, T168, T186, T202, T224, T240, T258, T290 <b>Unit 4:</b> T33, T52, T72, T88, T104, T132, T152, T170, T186, T202, T232, T250, T260, T264 <b>Unit 5:</b> T88, T102, T108, T136, T150, T168, T184, T234 <b>Unit 6:</b> T34, T56, T61, T72, T90, T108, T136, T154, T168, T184, T202, T228, T248, T270, T290 <b>Unit 7:</b> 20, 35, 63A, 63E, 89E, 89F, 93, 95C, 95D, 95E, 99G <b>Unit 8:</b> 109E, 133, 135, 137, 139, 141, 142, 143, 145, 147, 149, 151E, 193A <b>Unit 9:</b> 31, 51E, 55, 62, 65E, 71, 77, 81E, 87E, 101, 129, 135I <b>Unit 10:</b> 201, 203, 203C, 203D, 217E

<b>English Language Arts</b>
<b>Unit 2: Put On Your Thinking Cap</b>
<b>12c. Identify story elements, including: Characters. (ELA-1-E4)</b>
<b>Unit 1:</b> T136, T233, T234, T235, T237, T238, T256, T257, T299 <b>Unit 3:</b> T66 <b>Unit 4:</b> T133 <b>Unit 5:</b> T148 <b>Unit 6:</b> T67 <b>Unit 7:</b> 23E, 63E, 81E, 89E, 93, 95C, 95E, 97A <b>Unit 8:</b> 109C, 109E, 121A, 151E, 193F <b>Unit 9:</b> 33E, 51E, 65E, 73, 75, 77, 79, 81E, 87, 87E, 129 <b>Unit 10:</b> 217E

<b>English Language Arts</b>
<b>Unit 2: Put On Your Thinking Cap</b>
<b>12d. Identify story elements, including: Plot. (ELA-1-E4)</b>
<b>Unit 1:</b> T136, T233, T234, T235, T237, T238, T256, T257, T299 <b>Unit 3:</b> T66 <b>Unit 4:</b> T133 <b>Unit 5:</b> T148 <b>Unit 6:</b> T67 <b>Unit 7:</b> 23E, 63E, 81E, 89E, 93, 95C, 95E, 97A <b>Unit 8:</b> 109C, 109E, 121A, 151E, 193F <b>Unit 9:</b> 33E, 51E, 65E, 73, 75, 77, 79, 81E, 87, 87E, 129 <b>Unit 10:</b> 217E

<b>English Language Arts</b>
<b>Unit 2: Put On Your Thinking Cap</b>
<b>12e. Identify story elements, including: Problems and solution. (ELA-1-E4)</b>
<b>Unit 9:</b> 81E, 117A
<b>Unit 10:</b> 195E

<b>English Language Arts</b>
<b>Unit 2: Put On Your Thinking Cap</b>
<b>14. Retell a story's beginning, middle, and end. (ELA-1-E4)</b>
<b>Unit 1:</b> T67, T103, 136, T149, T187, T251, T269, T291, T311
<b>Unit 2:</b> T31, T49, T71, T92, T93, T113, T143, T165, T185, T203, T225, T275, T297, T317, T335, T336
<b>Unit 3:</b> T28, T29, T44, T45, T81, T99, T124, T125, T127, T144, T145, T159, T180, T181, T197, T222, T223, T237, T251, T270, T271, T286, T287, T289, T290
<b>Unit 4:</b> T27, T28, T29, T45, T65, T83, T99, T123, T144, T145, T162, T163, T198, T199, T222, T223, T243, T275, T290, T291, T292
<b>Unit 5:</b> T28, T29, T44, T45, T65, T100, T101, T128, T129, T162, T163, T179, T195, T224, T225, T247, T268, T269, T275, T277, T288, T289, T309, T310
<b>Unit 6:</b> T28, T29, T30, T33, T47, T83, T101, T127, T146, T147, T179, T222, T238, T239, T258, T259, T302
<b>Unit 7:</b> 95, 99G
<b>Unit 8:</b> 195M
<b>Unit 9:</b> 51E, 81E, 135I
<b>Unit 10:</b> 261K

<b>English Language Arts</b>
<b>Unit 2: Put On Your Thinking Cap</b>
<b>17. Identify themes in texts and relate themes to personal prior experience or experience with others. (ELA-1-E6)</b>
<b>Unit 7:</b> 25, 45, 65, 83, 91, 97
<b>Unit 8:</b> 111, 123, 129, 153, 179, 195
<b>Unit 9:</b> 35, 53, 67, 83, 89, 119, 135
<b>Unit 10:</b> 147, 155, 177, 195, 203, 217, 233, 259

<b>English Language Arts</b>
<b>Unit 2: Put On Your Thinking Cap</b>
<b>19. Identify and state/tell cultural differences found in literature read aloud. (ELA-6-E1)</b>
<b>Unit 1:</b> T72, T73  <b>Unit 2:</b> T224, T225, T254, T255  <b>Unit 3:</b> T126, T127, T164, T165, T166, T167, T184, T185, T236, T237, T250, T251, T256, T257, T271  <b>Unit 4:</b> T50, T51, T86, T87  <b>Unit 5:</b> T50, T51, T70, T71, T274, T275, T289  <b>Unit 6:</b> T91  <b>Unit 8:</b> 123A, 130, 131, 179A  <b>Unit 10:</b> 165, 261A

<b>English Language Arts</b>
<b>Unit 2: Put On Your Thinking Cap</b>
<b>22c. Demonstrate understanding of information in texts using a variety of strategies, including: Making simple inferences about characters and events. (ELA-7-E1)</b>
<b>Unit 1:</b> T38, T238, T273, T274, T275, T277, T295, T296, T299, T298, T318, T296, T297, T295  <b>Unit 2:</b> T55, T77, T79, T97, T117, T121, T170, T281, T301, T319,  <b>Unit 3:</b> T52, T68, T84, T102, T105, T165, T167, T185, T201, T225, T227, T239, T257  <b>Unit 4:</b> T50, T68, T86, T88, T102, T104, T229, T231, T247, T249, T263, T264, T277  <b>Unit 5:</b> T135, T230  <b>Unit 6:</b> T33, T39, T108, T130, T132, T133, T137, T149, T151, T153, T165, T166  <b>Unit 7:</b> 30, 34, 38, 40, 46J, 46P, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 63C, 63D, 66J, 92J  <b>Unit 8:</b> 101V, 102O, 113, 114, 115, 116, 117, 118, 119, 121F, 124J, 124M, 154J, 154N, 162, 164, 166, 172, 174, 180J, 182, 190  <b>Unit 9:</b> 11V, 11DD, 12E, 12F, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 26, 33C, 36J, 37, 38G, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 54O, 54P, 70E, 70F, 71, 72, 73, 74, 75, 76, 77, 78, 79, 84, 85, 86, 87, 84J, 84P, 87C, 90E, 103, 106, 110, 114, 116, 120J, 122G, 126, 128  <b>Unit 10:</b> 137DD, 158, 163, 177C, 183, 184, 185, 187, 189, 191, 193, 206J, 206Q, 206R, 207, 208, 209, 211, 213, 214, 215, 217, 236J, 246, 253

<b>English Language Arts</b>
<b>Unit 2: Put On Your Thinking Cap</b>
<b>22d. Demonstrate understanding of information in texts using a variety of strategies, including: Resolving questions about meaning by using prior knowledge, basic reasoning skills, context clues, and pictures during read-alouds. (ELA-7-E1)</b>
<b>Unit 1:</b> T50, T70, T88, T110, T132, T152, T170, T190, T206, T232, T272, T314
<b>Unit 2:</b> T94, T114, T186, T206, T207, T229, T2587, T279, T298, T299, T318, T319, TT321
<b>Unit 3:</b> T30, T47, T48, T49, T50, T83, T86, T89, T101, T104, T106, T130, T131, T146, T147, T162, T198, T224, T238, T254, T272
<b>Unit 4:</b> T48, T66, T84, T126, T146, T164
<b>Unit 5:</b> T30, T66, T82, T102, T132, T197, T228, T250, T272, T292
<b>Unit 6:</b> T34, T50, T66, T84, T85, T102, T130, T131, T148, T149, T164, T165, T169, T180, T181, T196, T222, T242, T264, T284
<b>Unit 7:</b> 11AA, 12C, 26M, 46M, 66M, 86C, 92M, 98C
<b>Unit 8:</b> 101Y, 112C, 124M, 132C, 154M, 179G-179H, 179I, 180M, 195Q
<b>Unit 9:</b> 11Y, 12C, 36M, 38E, 54M, 70C, 84M, 90C, 122E
<b>Unit 10:</b> 137Y, 138C, 150C, 158M, 158O, 180M, 200C, 200E, 206O, 220E, 236M, 236O

<b>English Language Arts</b>
<b>Unit 2: Put On Your Thinking Cap</b>
<b>23. Identify alternative solutions and consequences to a problem in texts (ELA-7-E2)</b>
<b>Unit 9:</b> 81E, 117A
<b>Unit 10:</b> 195E

<b>English Language Arts</b>
<b>Unit 2: Put On Your Thinking Cap</b>
<b>24. Identify an author's purpose for writing (e.g., to entertain, to inform, to describe). (ELA-7-E3)</b>
<b>Unit 1:</b> T50, T70, T88, T106, T132, T152, T170, T190, T206, T232, T252, T272, T292, T314
<b>Unit 2:</b> T52, T74, T94, T114, T146, T166, T186, T206, T228, T256, T278, T298
<b>Unit 3:</b> T48, T66, T82, T100, T130, T146, T162, T182, T198, T224, T254, T272
<b>Unit 4:</b> T35, T48, T53, T66, T73, T84, T89, T100, T126, T146, T153, T164, T171, T180, T200, T226, T244, T260, T276
<b>Unit 5:</b> T48, T66, T82, T102, T132, T148, T164, T180, T198, T228, T250, T272, T292
<b>Unit 6:</b> T34, T39, T50, T66, T84, T102, T130, T148, T164, T180, T196, T222, T242, T263, T264, T283, T284
<b>Unit 7:</b> 11FF, 12D, 26N, 46M, 66N, 86C, 92M, 98C
<b>Unit 8:</b> 102D, 112D, 124M, 132C, 154M, 154N, 180M
<b>Unit 9:</b> 11DD, 12D, 36M, 38F, 54N, 70C, 84N, 90B, 120M, 122F
<b>Unit 10:</b> 137DD, 138D, 150D, 158N, 180N, 200D, 206P, 220F, 236N

<b>English Language Arts</b>
<b>Unit 2: Put On Your Thinking Cap</b>
<b>25c. Apply basic reasoning skills, including: Formulating questions beginning with <i>who</i>, <i>what</i>, <i>when</i>, <i>where</i>, and <i>why</i> about texts read independently. (ELA-7-E4)</b>
<b>Unit 1:</b> T38, T103, T110, T136, T149, T156, T187, T194, T241, T251, T256, T269, T291, T298, T311
<b>Unit 2:</b> T31, T35, T49, T56, T71, T78, T92, T93, T97, T113, T117, T120, T143, T165, T185, T203, T210, T225, T255, T275, T297, T304, T317, T335, T339
<b>Unit 3:</b> T28, T29, T33, T44, T45, T51, T61, T64, T65, T70, T72, T81, T88, T99, T124, T125, T127, T134, T136, T144, T145, T159, T168, T170, T180, T181, T186, T197, T202, T222, T223, T237, T251, T258, T270, T271, T286, T287, T289
<b>Unit 4:</b> T27, T28, T29, T45, T65, T83, T99, T123, T132, T144, T145, T152, T162, T163, T170, T186, T198, T199, T202, T222, T223, T232, T243, T250, T264, T275, T278, T290, T291
<b>Unit 5:</b> T28, T29, T44, T45, T65, T86, T100, T101, T108, T128, T129, T162, T163, T179, T162, T163, T179, T195, T202, T224, T225, T247, T268, T269, T288, T289, T297, T309
<b>Unit 6:</b> T28, T29, T30, T31, T33, T37, T47, T56, T72, T83, T90, T92, T101, T108, T127, T136, T138, T146, T147, T154, T168, T179, T184, T202, T228, T238, T239, T248, T258, T259, T265, T261, T270, T281, T290, T301
<b>Unit 7:</b> 11DD, 13, 22, 23A, 25, 26M, 43, 43A, 63, 63A, 81A, 89A, 99, 95A, 99A, 99K
<b>Unit 8:</b> 109, 121, 127, 130, 151, 177, 193
<b>Unit 9:</b> 33, 51, 81
<b>Unit 10:</b> 137BB, 147, 155, 203

<b>English Language Arts</b>
<b>Unit 2: Put On Your Thinking Cap</b>
<b>33b. Use standard English punctuation, including: Periods, exclamation points, and question marks at the end of sentences. (ELA-3-E2)</b>
<b>Unit 1:</b> T161, T243, T261, T281
<b>Unit 2:</b> T155, T175, T193, T287, T292, T307, T312
<b>Unit 3:</b> T27, T62, T97, T143, T179, T187, T221, T249, T285
<b>Unit 4:</b> T137, T157, T175, T237, T255, T269
<b>Unit 5:</b> T75, T113, T315
<b>Unit 6:</b> T113, T185, T203, T207, T307
<b>Unit 7:</b> 45J
<b>Unit 8:</b> 111F, 123F, 153H, 179J, 195F, 195H, 195R
<b>Unit 9:</b> 67H
<b>Unit 10:</b> 205F, 235G, 261P

<b>English Language Arts</b>
<b>Unit 2: Put On Your Thinking Cap</b>
<b>37. Distinguish between a complete and an incomplete sentence. (ELA-3-E3)</b>
<b>Unit 1:</b> T88, T89, T99, T243, T261, T281  <b>Unit 2:</b> T175, T193, T263, T285  <b>Unit 3:</b> T191  <b>Unit 4:</b> T80, T297  <b>Unit 5:</b> T30, T57, T75, T189, T315  <b>Unit 7:</b> 26O, 45I, 45J, 65H, 65J, 66O, 86E, 91F, 99L  <b>Unit 8:</b> 129F, 153E, 153F, 153H, 195H, 195Q, 195R  <b>Unit 9:</b> 53F, 67F, 67G, 67H, 117D, 121B  <b>Unit 10:</b> 137FF, 149E, 149F, 149G, 157F, 179I, 200A

<b>English Language Arts</b>
<b>Unit 2: Put On Your Thinking Cap</b>
<b>38. Identify different types of sentences including telling, asking, and exclaiming. (ELA-3-E3)</b>
<b>Unit 2:</b> T155, T175, T193, T265, T287, T307  <b>Unit 3:</b> T187  <b>Unit 4:</b> T137, T157, T175, T269  <b>Unit 7:</b> 26O  <b>Unit 8:</b> 101FF, 111E, 111F, 195F, 195H  <b>Unit 9:</b> 67F, 67G, 67H, 115

<b>English Language Arts</b>
<b>Unit 2: Put On Your Thinking Cap</b>
<b>57a. Locate information using the organization features of various media, including: The keyboard to enter information on a computer. (ELA-5-E1)</b>
<b>Unit 1:</b> T40, T140, T242  <b>Unit 2:</b> T38, T59, T100, T154, T264  <b>Unit 3:</b> T36, T138, T230  <b>Unit 4:</b> T36, T136, T236  <b>Unit 5:</b> T36, T140, T238, T283, T315  <b>Unit 6:</b> T25, T32, T44, T98, T113, T207  <b>Unit 8:</b> 101EE  <b>Unit 9:</b> 11EE  <b>Unit 10:</b> 137EE, 179E, 197E, 205D



<b>English Language Arts</b>
<b>Unit 2: Put On Your Thinking Cap</b>
<b>58. Use various sources, including print materials and observations, to gather information to explain a topic. (ELA-5-E2)</b>
<b>Unit 1:</b> T50, T279
<b>Unit 2:</b> T36, T48, T59, T80, T100, T122, T152, T153, T190, T323
<b>Unit 3:</b> T169, T171, T229, T243
<b>Unit 4:</b> T91, T107, T266
<b>Unit 5:</b> T155, T187, T258, T300
<b>Unit 6:</b> T54, T63, T68, T75, T79, T86, T92, T97, T103, T123, T126, T131, T143, T161, T175
<b>Unit 7:</b> 11EE, 25A, 25B, 25C, 25D, 45A, 45B, 45C, 45D, 65A, 65B, 65C, 65D, 66P, 83A, 83B, 83C, 83D, 86F, 91A, 91B, 91C, 91D, 97A, 97B, 97C, 97D, 98D, 99I, 99J
<b>Unit 8:</b> 102E, 109C, 109D, 109E, 109F, 111A, 111B, 111C, 111D, 123A, 123B, 129A, 129B, 129C, 129D, 132F, 153A, 153B, 153C, 154P, 179A, 179B, 179C, 179D, 180P, 193E, 195A, 195B, 195C, 195D, 195L
<b>Unit 9:</b> 11CC, 35B, 53A, 50, 67B, 67C, 67D, 83B, 83D, 89A, 89B, 119A, 119B, 135A, 135B
<b>Unit 10:</b> 138, 138F, 150F, 155F, 158B, 158P, 161, 179A, 179B, 180B, 180P, 184, 197B, 197C, 200F, 205D, 206B, 206R, 220H, 259B, 261J

### **Unit 3: Let’s Read—Poems, Fairy Tales, and Fables**

<b>English Language Arts</b>
<b>Unit 3: Let’s Read—Poems, Fairy Tales, and Fables</b>
<b>1a. Demonstrate understanding of phonemic awareness by: Creating and stating a series of rhyming words, including consonant blends. (ELA-1-E1)</b>
<b>Unit 1:</b> T141, T144, T161, T163, T173, T175, T179, T192, T199, T215, T224, T282, T318, T321
<b>Unit 2:</b> T68, T84, T147
<b>Unit 3:</b> T264
<b>Unit 4:</b> T61, T118, T237, T255, T269, T283, T297
<b>Unit 5:</b> T142, T191, T276
<b>Unit 6:</b> T62, T141, T159, T173, T189, T207, T277
<b>Unit 8:</b> 127B
<b>Unit 9:</b> 37, 120M
<b>Unit 10:</b> 180K, 261J

<b>English Language Arts</b>
<b>Unit 3: Let's Read—Poems, Fairy Tales, and Fables</b>
<b>1b. Demonstrate understanding of phonemic awareness by: Distinguishing which words have the same target sound (i.e., beginning, medial, and final). (ELA-1-E1)</b>
<p><b>Unit 1:</b> T33, R42, T44, T46, R60, T61, T62, T64, T72, T80, T81, T84, T90, T98, T99, T101, T108, T124, T125, T128, T134, T142, T143, T146, T154, T162, T163, T164, T166, T172, T180, T182, T183, T184, T192, T201, T208, T224, T225, T226, T228, T244, T245, T247, T248, T262, T263, T264, T265, T274, T282, T283, T284, T289, T294, T304, T305, T306, T309, T316</p> <p><b>Unit 2:</b> T22, T23, T24, T25, T26, T28, T29, T40, T41, T44, T45, T47, T62, T63, T64, T65, T66, T69, T84, T85, T86, T88, T91, T104, T105, T106, T107, T108, T111, T135, T138, T139, T140, T141, T157, T158, T159, T160, T161, T163, T168, T177, T178, T179, T180, T183, T187, T194, T195, T196, T197, T201, T208, T216, T217, T219, T220, T223, T230, T246, T247, T248, T249, T250, T251, T253, T258, T266, T268, T272, T273, T280, T288, T289, T292, T295, T300, T308, T309, T310, T311, T312, T314, T315, T326, T327, T328, T329, T333</p> <p><b>Unit 3:</b> T22, T23, T24, T25, T26, T27, T38, T39, T40, T58, T59, T60, T62, T63, T76, T77, T79, T94, T95, T96, T97, T120, T121, T122, T123, T132, T140, T141, T143, T155, T156, T157, T164, T174, T175, T176, T179, T184, T192, T193, T195, T200, T216, T217, T218, T221, T232, T233, T234, T235, T239, T246, T247, T249, T256, T264, T265, T266, T267, T269, T273, T280, T282, T285</p> <p><b>Unit 4:</b> T22, T23, T25, T39, T40, T42, T43, T58, T59, T60, T63, T78, T79, T80, T81, T94, T95, T96, T97, T118, T119, T121, T138, T140, T141, T143, T159, T161, T177, T179, T194, T196, T197, T218, T221, T239, T240, T241, T257, T259, T271, T272, T273, T285, T286, T289</p> <p><b>Unit 5:</b> T22, T24, T27, T38, T42, T43, T60, T61, T63, T79, T81, T94, T95, T124, T126, T127, T143, T145, T158, T159, T161, T174, T175, T177, T190, T191, T192, T218, T219, T223, T240, T241, T242, T245, T263, T267, T285, T287, T304, T305, T307</p> <p><b>Unit 6:</b> T23, T24, T27, T42, T43, T45, T52, T54, T63, T65, T79, T80, T81, T96, T97, T190, T99, T123, T124, T125, T143, T145, T161, T162, T163, T177, T190, T191, T193, T216, T218, T219, T235, T236, T237, T254, T255, T257, T277, T279, T297, T299</p> <p><b>Unit 7:</b> 11HH, 12A, 12B, 25E, 25F, 25F, 25H, 26K, 45F, 45H, 46K-46L, 65F, 66K, 83G, 83H, 86A, 86B, 92K, 99C, 99F</p> <p><b>Unit 8:</b> 101W, 101FF, 102A, 102B, 111E, 111F, 112A, 112B, 123E, 123F, 124K, 124L, 129F, 132A, 153E, 153F, 153G, 153H, 179F, 179G, 179H, 179I, 179J, 180K, 195F, 195G, 195H, 195I, 195G, 195R</p> <p><b>Unit 9:</b> 11W, 11FF, 12A, 35E, 35F, 35G, 35H, 36K, 37E, 38A, 54K, 70A, 84K, 90A, 119E, 119F, 120K, 121, 122A, 135G</p> <p><b>Unit 10:</b> 137W, 137FF, 138A, 149E, 149F, 150A, 158K, 179H, 180K, 197F, 197G, 197H, 206K, 219F, 219G, 220A, 236K, 261I</p>

<b>English Language Arts</b>
<b>Unit 3: Let's Read—Poems, Fairy Tales, and Fables</b>
<b>1c. Demonstrate understanding of phonemic awareness by: Distinguishing long- and short-vowel sounds related to the same letter in one-syllable spoken words (e.g., the <i>a</i> is short in <i>ran</i> but long in <i>make</i>). (ELA-1-E1)</b>
<b>Unit 1:</b> T64, T84, T128, T166, T181, T200, T224, T264, T265, T267, T282, T286, T307
<b>Unit 2:</b> T44, T158, T246, T291
<b>Unit 3:</b> T38, T59, T77, T96, T122, T140, T141, T154, T156, T176, T193, T218, T234, T247, T267, T282
<b>Unit 4:</b> T23, T40, T60, T80, T94, T96, T118, T119, T121, T139, T140, T141, T158, T159, T177, T179, T193, T194, T196, T197, T216, T217, T218, T220, T221, T238, T239, T240, T241, T256, T257, T259, T270, T272, T273, T284, T285, T286, T287, T288, T289
<b>Unit 5:</b> T23, T38, T39, T61, T78, T79, T95, T123, T124, T142, T143, T159, T174, T175, T191, T219, T241, T262, T263, T265, T285, T304, T305
<b>Unit 6:</b> T22, T23, T24, T25, T43, T44, T62, T63, T64, T78, T79, T96, T97, T122, T123, T142, T143, T161, T162, T174, T175, T191, T192, T218, T235, T255, T276, T277, T296, T297, T298
<b>Unit 7:</b> 11Y, 11Z, 12A, 12B, 25E, 26K, 26L, 45G, 45H, 45I, 46K, 46L, 66K, 66L, 86A, 86B
<b>Unit 8:</b> 101W, 101X, 102A, 102B, 111E, 111F, 112A, 112B, 124K, 124L, 132A, 132B, 154K, 154L, 179H, 179I, 180K, 180L, 195I, 195J, 195Q
<b>Unit 9:</b> 11W, 12A, 12B, 12E, 35E, 35F, 35G, 36K, 36L, 36N, 38A, 38F, 38G, 53E, 53F, 54K, 54N, 54O, 67 G, 70A, 70B, 70D, 70E, 84K, 84L, 84N, 84O, 90A, 90B, 90D, 90E, 120K, 120L, 120N, 122A, 122B, 122D, 122F, 122G, 135G, 135H
<b>Unit 10:</b> 137W, 137X, 138A, 138B, 138E, 150A, 150B, 150D, 150E, 158K, 158L, 158N, 158O, 180K, 180L, 180N, 180O, 200A, 200B, 200D, 200E, 200F, 206K, 206L, 206P, 206Q, 220A, 20B, 220G, 236K, 236L, 236N, 236O, 261I

<b>English Language Arts</b>
<b>Unit 3: Let's Read—Poems, Fairy Tales, and Fables</b>
<b>1d. Demonstrate understanding of phonemic awareness by: Segmenting single-syllable real and nonsense words with as many as five sounds (phonemes) into separate sounds (phonemes) and blending as many as five sounds (phonemes) into single-syllable real or nonsense words without looking at the word or letter in print. (ELA-1-E1)</b>
<b>Unit 1:</b> T102, T125, T148, T162, T163, T183, T186, T192, T225, T245, T250, T262, T266, T268, T283, T286, T289, T290, T305, T307, T308, T309, T310
<b>Unit 2:</b> T23, T24, T26, T42, T45, T47, T63, T64, T66, T67, T68, T84, T85, T86, T88, T105, T106, T108, T135, T138, T139, T157, T160, T177, T180, T181, T196, T198, T199, T216, T220, T247, T249, T250, T267, T270, T289, T292, T293, T309, T312, T327, T330
<b>Unit 3:</b> T24, T28, T29, T40, T44, T45, T60, T64, T65, T77, T80, T96, T98, T122, T123, T124, T125, T126, T141, T144, T145, T158, T176, T180, T181, T193, T196, T218, T222, T223, T234, T236, T247, T250, T267, T270, T271, T282, T286, T287, T288
<b>Unit 4:</b> T23, T24, T25, T26, T28, T29, T40, T44, T60, T64, T80, T82, T96, T98, T118, T119, T121, T122, T141, T144, T145, T158, T159, T162, T163, T177, T194, T196, T198, T199, T218, T222, T223, T239, T240, T242, T257, T272, T274, T286, T290, T291
<b>Unit 5:</b> T23, T24, T28, T29, T39, T40, T44, T45, T61, T64, T79, T94, T95, T96, T100, T101, T123, T124, T128, T129, T143, T144, T158, T159, T160, T161, T162, T163, T175, T176, T177, T178, T190, T191, T194, T219, T220, T224, T225, T241, T242, T246, T263, T264, T268, T269, T285, T288, T289, T305, T308
<b>Unit 6:</b> T24, T28, T29, T30, T31, T32, T43, T46, T63, T79, T80, T82, T97, T100, T123, T143, T144, T146, T147, T161, T175, T178, T191, T192, T218, T235, T236, T238, T239, T255, T258, T259, T260, T277, T278, T280, T297, T300
<b>Unit 7:</b> 11Y, 12A, 26K, 46K, 66K, 86A, 92K, 98A, 99E
<b>Unit 8:</b> 101W, 102A, 112A, 124K, 132A, 154K, 180K, 195I
<b>Unit 9:</b> 11W, 12A, 36K, 38A, 54K, 70A, 84K, 90A, 120K, 122A, 135G
<b>Unit 10:</b> 137W, 138A, 150A, 158K, 180K, 200, 200A, 206K, 220A, 236K, 261I

<b>English Language Arts</b>
<b>Unit 3: Let's Read—Poems, Fairy Tales, and Fables</b>
<b>1e. Demonstrate understanding of phonemic awareness by: Adding, deleting, or substituting sounds (phonemes) to create new words. (ELA-1-E1)</b>
<b>Unit 1:</b> T64, T84, T128, T144, T166, T180, T182, T201, T208, T224, T225, T244, T245, T263, T282, T289, T304, T307, T309
<b>Unit 2:</b> T22, T40, T62, T63, T84, T90, T104, T105, T134, T135, T156, T157, T176, T177, T194, T195, T196, T198, T216, T217, 220, T246, T247, T249, T266, T267, T268, T288, T308, T309, T326, T327
<b>Unit 3:</b> T22, T94, T174, T192, T246, T264
<b>Unit 4:</b> T192
<b>Unit 5:</b> T22, T94, T142, T143, T304
<b>Unit 6:</b> T190, T254
<b>Unit 7:</b> 99F
<b>Unit 8:</b> 124L

<b>English Language Arts</b>
<b>Unit 3: Let's Read—Poems, Fairy Tales, and Fables</b>
<b>2a. Demonstrate understanding of phonics by: Decoding simple words using word-attack strategies including letter-sound correspondence for consonants spelled with one letter and with digraphs, short and long vowels spelled with one letter, diphthongs, consonant blends, r-controlled vowels, and long vowels spelled with more than one letter, including silent e. (ELA-1-E1)</b>
<b>Unit 1:</b> T28, T29, T30, T45, T46, T62, T63, T82, T83, T98, T100, T101, T128, T145, T146, T165, T166, T183, T184, T209, T226, T266, T278, T284, T306
<b>Unit 2:</b> T22, T25, T40, T43, T47, T65, T68, T85, T87, T88, T107, T110, T137, T140, T141, T151, T157, T159, T162, T163, T179, T182, T194, T197, T200, T201, T218, T219, T222, T223, T246, T248, T252, T253, T261, T269, T270, T272, T273, T288, T290, T294, T295, T310, T311, T313, T314, T315, T326, T329, T332, T333
<b>Unit 3:</b> T22, T23, T39, T58, T59, T62, T76, T77, T95, T120, T121, T140, T154, T155, T175, T192, T216, T217, T232, T233, T246, T247, T265, T266, T280, T281
<b>Unit 4:</b> T39, T59, T78, T79, T95, T118, T138, T139, T140, T158, T176, T192, T193, T216, T217, T239, T240, T256, T257, T270, T271, T284, T285
<b>Unit 5:</b> T22, T23, T38, T39, T61, T78, T94, T95, T122, T123, T124, T125, T142, T144, T158, T159, T160, T174, T175, T176, T177, T190, T191, T192, T218, T219, T240, T241, T242, T262, T263, T265, T284, T285, T286, 306
<b>Unit 6:</b> T23, T25, T42-T44, T62, T63, T64, T78, T79, T80, T97, T98, T122, T142, T143, T144, T160, T174, T175, T176, T190, T191, T192, T216, T235, T254, T255, T256, T277, T278, T296, T298
<b>Unit 7:</b> 11Y, 11Z, 12A, 12B, 12E, 25E, 25F, 25G, 26K, 26L, 26O, 45F, 45G, 45H, 45I, 46K, 46L, 46O, 65F, 65G, 65H, 65I, 66K, 66L, 66O, 83F, 83G, 83H, 86A, 86B, 86E, 91E, 92K, 92L, 92O, 97F, 97G, 98A, 98B, 99C, 99E, 99F, 99K
<b>Unit 8:</b> 101W, 101X, 102A, 102B, 102E, 111E, 111F, 112A, 112B, 112E, 123E, 124K, 124L, 124O, 129F, 132A, 132B, 132E, 153E, 153F, 153G, 154K, 154L, 154O, 179F, 179G, 179H, 179I, 180K, 180L, 180O, 195F, 195G, 195H, 195J, 195Q
<b>Unit 9:</b> 11W, 11X, 12A, 12B, 12D, 12E, 35E, 35F, 35G, 36K, 36L, 36N, 37E, 38A, 38F, 38G, 53E, 53F, 54K, 54L, 54N, 54O, 67F, 67G, 67H, 70A, 70B, 70D, 70E, 83E, 84K, 84L, 84N, 84O, 89E, 90A, 90B, 90D, 90E, 119E, 119F, 119G, 120K, 120L, 120N, 121D, 122A, 122B, 122C, 122D, 122F, 122G, 135E, 135F, 135G, 135H, 135M
<b>Unit 10:</b> 137W, 137X, 137FF, 138A, 138B, 138E, 149E, 149F, 150A, 150B, 150D, 150E, 152, 157E, 157F, 158K, 158L, 158N, 158O, 179F, 179G, 179H, 179I, 180K, 180L, 180N, 197F, 197G, 197H, 200A, 200B, 200D, 200E, 205E, 205F, 206K, 206L, 206P, 206Q, 219F, 219G, 220A, 220B, 220F, 220G, 235E, 235F, 235G, 236K, 236L, 236N, 236O, 261F, 261G, 261H, 261I, 261O, 261P

<b>English Language Arts</b>
<b>Unit 3: Let's Read—Poems, Fairy Tales, and Fables</b>
<b>2b. Demonstrate understanding of phonics by: Reading one- and two-syllable words with short- and long-vowel sounds spelled with common spelling patterns. (ELA-1-E1)</b>
<b>Unit 1:</b> T64, T84, T128, T166, T181, T200, T224, T264, T265, T267, T282, T286, T307
<b>Unit 2:</b> T44, T158, T246, T291
<b>Unit 3:</b> T38, T59, T77, T96, T122, T140, T141, T154, T156, T176, T193, T218, T234, T247, T267, T282
<b>Unit 4:</b> T23, T40, T60, T80, T94, T96, T118, T119, T121, T139, T140, T141, T158, T159, T177, T179, T193, T194, T196, T197, T216, T217, T218, T220, T221, T238, T239, T240, T241, T256, T257, T259, T270, T272, T273, T284, T285, T286, T287, T288, T289
<b>Unit 5:</b> T23, T38, T39, T61, T78, T79, T95, T123, T124, T142, T143, T159, T174, T175, T191, T219, T241, T262, T263, T265, T285, T304, T305
<b>Unit 6:</b> T22, T23, T24, T25, T43, T44, T62, T63, T64, T78, T79, T96, T97, T122, T123, T142, T143, T161, T162, T174, T175, T191, T192, T218, T235, T255, T276, T277, T296, T297, T298
<b>Unit 7:</b> 11Y, 11Z, 12A, 12B, 25E, 26K, 26L, 45G, 45H, 45I, 46K, 46L, 66K, 66L, 86A, 86B
<b>Unit 8:</b> 101W, 101X, 102A, 102B, 111E, 111F, 112A, 112B, 124K, 124L, 132A, 132B, 154K, 154L, 179H, 179I, 180K, 180L, 195I, 195J, 195Q
<b>Unit 9:</b> 11W, 12A, 12B, 12E, 35E, 35F, 35G, 36K, 36L, 36N, 38A, 38F, 38G, 53E, 53F, 54K, 54N, 54O, 67 G, 70A, 70B, 70D, 70E, 84K, 84L, 84N, 84O, 90A, 90B, 90D, 90E, 120K, 120L, 120N, 122A, 122B, 122D, 122F, 122G, 135G, 135H
<b>Unit 10:</b> 137W, 137X, 138A, 138B, 138E, 150A, 150B, 150D, 150E, 158K, 158L, 158N, 158O, 180K, 180L, 180N, 180O, 200A, 200B, 200D, 200E, 200F, 206K, 206L, 206P, 206Q, 220A, 20B, 220G, 236K, 236L, 236N, 236O, 261I

<b>English Language Arts</b>
<b>Unit 3: Let's Read—Poems, Fairy Tales, and Fables</b>
<b>2c. Demonstrate understanding of phonics by: Identifying and reading words from common word families. (ELA-1-E1)</b>
<b>Unit 1:</b> T141, T144, T161, T163, T173, T175, T179, T192, T199, T215, T224, T282, T315, T321
<b>Unit 2:</b> T22, T28, T41, T45, T62, T66, T84, T147, T246
<b>Unit 3:</b> T61, T192, T246, T264
<b>Unit 4:</b> T11, T237, T255, T269, T283, T297
<b>Unit 5:</b> T60, T142, T190, T240, T242, T276, T304
<b>Unit 6:</b> T24, T79, T141, T173, T189, T190, T207, T296
<b>Unit 8:</b> 109A, 123E, 125, 127
<b>Unit 9:</b> 35G, 37, 53E, 53F, 53G, 120M, 121
<b>Unit 10:</b> 177E, 261J

<b>English Language Arts</b>
<b>Unit 3: Let's Read—Poems, Fairy Tales, and Fables</b>
<b>2d. Demonstrate understanding of phonics by: Recognizing base words with their inflectional forms (e.g., suffixes, -s, -es, -ed, -ing, -est, -er). (ELA-1-E1)</b>
<b>Unit 1:</b> T272  <b>Unit 3:</b> T156, T218, T282  <b>Unit 4:</b> T23, T227, T261, T272  <b>Unit 5:</b> T124, T177, T191, T220, T221, T242, T305  <b>Unit 6:</b> T43, T217, T218, T219, T225, T236, T297  <b>Unit 7:</b> 12A, 12B, 40, 66K, 98  <b>Unit 8:</b> 101X, 112A, 124K  <b>Unit 9:</b> 67G, 67H, 83E, 120K, 122A, 135G, 135M  <b>Unit 10:</b> 138A, 150A

<b>English Language Arts</b>
<b>Unit 3: Let's Read—Poems, Fairy Tales, and Fables</b>
<b>2e. Demonstrate understanding of phonics by: Reading high-frequency, grade-appropriate nonphonetic words with automaticity). (ELA-1-E1)</b>
<b>Unit 1:</b> T66, T67, T89, T102, T103, T107, T133, T147, T148, T149, T153, T171, T185, T186, T187, T191, T207, T233, T250, T251, T253, T273, T290, T293, T310, T315  <b>Unit 2:</b> T44, T53, T70, T71, T75, T78, T92, T93, T95, T112, T113, T115, T143, T147, T165, T167, T185, T203, T207, T224, T225, T229, T255, T257, T275, T279, T296, T297, T299, T316, T317, T319, T334, T335  <b>Unit 3:</b> T22, T28, T29, T44, T45, T49, T64, T80, T83, T96, T101, T124, T125, T126, T131, T158, T163, T180, T181, TT183, T196, T199, T225, T236, T239, T250, T255, T267, T270, T271, T286, T287  <b>Unit 4:</b> T22, T26, T28, T29, T38, T49, T67, T85, T94, T98, T101, T122, T127, T145, T147, T162, T163, T165, T181, T198, T223, T227, T242, T245, T274  <b>Unit 5:</b> T24, T26, TT29, T49, T623, T64, T67, T83, T100, T103, T129, T133, T149, T162, T165, T179, T181, T190, T199, T229, T251, T264, T273, T293  <b>Unit 6:</b> T24, T46, T62, T64, T82, T96, T103, T126, T127, T131, T146, T147, T161, T162, T163, T178, T179  <b>Unit 7:</b> 66, 99F  <b>Unit 8:</b> 101X, 102B, 136, 154K, 195L  <b>Unit 9:</b> 12E, 36K, 54P, 84O, 122G, 135H  <b>Unit 10:</b> 138F, 141, 150B, 150E, 166, 170, 174, 189, 206N, 220D, 261J

<b>English Language Arts</b>
<b>Unit 3: Let's Read—Poems, Fairy Tales, and Fables</b>
<b>3. Use pictures and context clues to confirm meaning of unfamiliar words. (ELA-1-E1)</b>
<b>Unit 1:</b> T54, T191, T195, T233, T243, T261, T273, T281, T303, T323  <b>Unit 2:</b> T118, T151, T233, T319  <b>Unit 3:</b> T135  <b>Unit 4:</b> T70, T247, T263  <b>Unit 5:</b> T37, T73, T83, T93, T103, T113, T141, T150, T157, T165, T173, T181, T189, T209, T251, T273  <b>Unit 6:</b> T51, T85, T103, T131, T149, T165, T181, T197, T223, T243, T249, T253, T275, T285, T295  <b>Unit 7:</b> 66O, 87G  <b>Unit 8:</b> 102D, 124N, 151C, 155, 161  <b>Unit 9:</b> 13, 17, 19, 21, 23, 25, 29, 33C, 37E, 40, 53E, 53F, 75, 85, 123, 133C  <b>Unit 10:</b> 155C, 172, 210, 224, 230, 258

<b>English Language Arts</b>
<b>Unit 3: Let's Read—Poems, Fairy Tales, and Fables</b>
<b>4. Identify grade-appropriate compound words in print. (ELA-1-E1)</b>
<b>Unit 1:</b> T323  <b>Unit 3:</b> T77  <b>Unit 4:</b> T137, T157, T175, T177, T191, T207, T292  <b>Unit 5:</b> T26, T51, T152, T279  <b>Unit 8:</b> 112A, 135, 169  <b>Unit 9:</b> 13, 90A, 115, 119E, 119F, 119G, 135E  <b>Unit 10:</b> 193, 197G, 197H, 205E, 261G

<b>English Language Arts</b>
<b>Unit 3: Let's Read—Poems, Fairy Tales, and Fables</b>
<b>6. Identify words in categories with shared conceptual or definitional characteristics. (ELA-1-E1)</b>
<b>Unit 1:</b> T41, T51, T59, T79, T97, T115, T159, T171
<b>Unit 2:</b> T39, T61, T83, T103, T125, T175, T263, T265, T325, T341
<b>Unit 3:</b> T37, T49, T51, T53, T57, T69, T75, T85, T87, T93, T103, T105, T111, T133, T139, T149, T153, T173, T191, T207, T231, T245, T263, T279, T295
<b>Unit 4:</b> T30, T37, T57, T69, T71, T77, T87, T93, T103, T109, T245
<b>Unit 5:</b> T30, T37, T59, T77, T201, T239, T254, T261, T283, T315
<b>Unit 6:</b> T41, T61, T71, T77, T95, T113, T159, T233, T253, T275, T295, T307
<b>Unit 7:</b> 23B, 25E, 25F, 25G, 45G, 45H, 65G, 65H, 65I, 65J, 83G, 83H, 91E, 91F, 97G, 99K
<b>Unit 8:</b> 111E, 113, 121B, 127B, 151B, 153E, 153F, 153G, 177B, 193B, 195H
<b>Unit 9:</b> 39, 41, 43, 45, 47
<b>Unit 10:</b> 138E, 139, 141, 143, 145, 147C, 149E, 149F, 151, 153, 157E, 159, 161, 165, 167, 173, 175, 177C, 179G, 179H, 179I, 219G, 235E, 235F, 261H, 261O

<b>English Language Arts</b>
<b>Unit 3: Let's Read—Poems, Fairy Tales, and Fables</b>
<b>20. Explain the difference between a fable and a fairy tale. (ELA-6-E2)</b>
<b>Unit 1:</b> T49, T69, T87, T105, T151, T169, T189, T205, T231, T235, T255, T271, T313
<b>Unit 2:</b> T50, T72, T114, T122, T144, T204, T206, T226, T228, T276
<b>Unit 3:</b> T47, T128, T150, T188, T252
<b>Unit 4:</b> T46, T124, T224
<b>Unit 5:</b> T226, T228, T248, T270, T290, T292
<b>Unit 6:</b> T48, T129, T194, T220, T240, T262, T282
<b>Unit 7:</b> 11O, 23A, 26A, 26M, 43E, 46A, 46M, 66A, 66M, 86C, 86, 92A, 92M, 92N, 98C, 99A
<b>Unit 8:</b> 101M, 112C, 124A, 124M, 132C, 154A, 154M, 177E, 180A, 180M
<b>Unit 9:</b> 11DD, 36A, 36M, 46, 51E, 54A, 54M, 84A, 120A, 122E, 122H, 131
<b>Unit 10:</b> 137M, 158A, 158M, 180A, 206A, 215, 236A, 237, 239, 241, 245, 247, 249, 251, 253, 255, 256, 259C



<b>English Language Arts</b>
<b>Unit 3: Let's Read—Poems, Fairy Tales, and Fables</b>
<b>21. Distinguish between a poem, a fable, and a fairy tale. (ELA-6-E3)</b>
<b>Unit 1:</b> T49, T69, T87, T105, T151, T169, T189, T205, T231, T235, T255, T271, T313
<b>Unit 2:</b> T50, T72, T114, T122, T144, T204, T206, T226, T228, T276
<b>Unit 3:</b> T47, T128, T150, T188, T252
<b>Unit 4:</b> T46, T124, T224
<b>Unit 5:</b> T226, T228, T248, T270, T290, T292
<b>Unit 6:</b> T48, T129, T194, T220, T240, T262, T282
<b>Unit 7:</b> 11O, 23A, 26A, 26M, 43E, 46A, 46M, 66A, 66M, 86C, 86, 92A, 92M, 92N, 98C, 99A
<b>Unit 8:</b> 101M, 112C, 124A, 124M, 132C, 154A, 154M, 177E, 180A, 180M
<b>Unit 9:</b> 11DD, 36A, 36M, 46, 51E, 54A, 54M, 84A, 120A, 122E, 122H, 131
<b>Unit 10:</b> 137M, 158A, 158M, 180A, 206A, 215, 236A, 237, 239, 241, 245, 247, 249, 251, 253, 255, 256, 259C

<b>English Language Arts</b>
<b>Unit 3: Let's Read—Poems, Fairy Tales, and Fables</b>
<b>22c. Demonstrate understanding of information in texts using a variety of strategies, including: Making simple inferences about characters and events. (ELA-7-E1)</b>
<b>Unit 1:</b> T38, T238, T273, T274, T275, T277, T295, T296, T299, T298, T318, T296, T297, T295
<b>Unit 2:</b> T55, T77, T79, T97, T117, T121, T170, T281, T301, T319,
<b>Unit 3:</b> T52, T68, T84, T102, T105, T165, T167, T185, T201, T225, T227, T239, T257
<b>Unit 4:</b> T50, T68, T86, T88, T102, T104, T229, T231, T247, T249, T263, T264, T277
<b>Unit 5:</b> T135, T230
<b>Unit 6:</b> T33, T39, T108, T130, T132, T133, T137, T149, T151, T153, T165, T166
<b>Unit 7:</b> 30, 34, 38, 40, 46J, 46P, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 63C, 63D, 66J, 92J
<b>Unit 8:</b> 101V, 102O, 113, 114, 115, 116, 117, 118, 119, 121F, 124J, 124M, 154J, 154N, 162, 164, 166, 172, 174, 180J, 182, 190
<b>Unit 9:</b> 11V, 11DD, 12E, 12F, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 26, 33C, 36J, 37, 38G, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 54O, 54P, 70E, 70F, 71, 72, 73, 74, 75, 76, 77, 78, 79, 84, 85, 86, 87, 84J, 84P, 87C, 90E, 103, 106, 110, 114, 116, 120J, 122G, 126, 128
<b>Unit 10:</b> 137DD, 158, 163, 177C, 183, 184, 185, 187, 189, 191, 193, 206J, 206Q, 206R, 207, 208, 209, 211, 213, 214, 215, 217, 236J, 246, 253

<b>English Language Arts</b>
<b>Unit 3: Let’s Read—Poems, Fairy Tales, and Fables</b>
<b>22d. Demonstrate understanding of information in texts using a variety of strategies, including: Resolving questions about meaning by using prior knowledge, basic reasoning skills, context clues, and pictures during read-alouds. (ELA-7-E1)</b>
<b>Unit 1:</b> T50, T70, T88, T110, T132, T152, T170, T190, T206, T232, T272, T314
<b>Unit 2:</b> T94, T114, T186, T206, T207, T229, T2587, T279, T298, T299, T318, T319, TT321
<b>Unit 3:</b> T30, T47, T48, T49, T50, T83, T86, T89, T101, T104, T106, T130, T131, T146, T147, T162, T198, T224, T238, T254, T272
<b>Unit 4:</b> T48, T66, T84, T126, T146, T164
<b>Unit 5:</b> T30, T66, T82, T102, T132, T197, T228, T250, T272, T292
<b>Unit 6:</b> T34, T50, T66, T84, T85, T102, T130, T131, T148, T149, T164, T165, T169, T180, T181, T196, T222, T242, T264, T284
<b>Unit 7:</b> 11AA, 12C, 26M, 46M, 66M, 86C, 92M, 98C
<b>Unit 8:</b> 101Y, 112C, 124M, 132C, 154M, 179G-179H, 179I, 180M, 195Q
<b>Unit 9:</b> 11Y, 12C, 36M, 38E, 54M, 70C, 84M, 90C, 122E
<b>Unit 10:</b> 137Y, 138C, 150C, 158M, 158O, 180M, 200C, 200E, 206O, 220E, 236M, 236O

<b>English Language Arts</b>
<b>Unit 3: Let’s Read—Poems, Fairy Tales, and Fables</b>
<b>23. Identify alternative solutions and consequences to a problem in texts (ELA-7-E2)</b>
<b>Unit 9:</b> 81E, 117A
<b>Unit 10:</b> 195E

<b>English Language Arts</b>
<b>Unit 3: Let’s Read—Poems, Fairy Tales, and Fables</b>
<b>24. Identify an author’s purpose for writing (e.g., to entertain, to inform, to describe). (ELA-7-E3)</b>
<b>Unit 1:</b> T50, T70, T88, T106, T132, T152, T170, T190, T206, T232, T252, T272, T292, T314
<b>Unit 2:</b> T52, T74, T94, T114, T146, T166, T186, T206, T228, T256, T278, T298
<b>Unit 3:</b> T48, T66, T82, T100, T130, T146, T162, T182, T198, T224, T254, T272
<b>Unit 4:</b> T35, T48, T53, T66, T73, T84, T89, T100, T126, T146, T153, T164, T171, T180, T200, T226, T244, T260, T276
<b>Unit 5:</b> T48, T66, T82, T102, T132, T148, T164, T180, T198, T228, T250, T272, T292
<b>Unit 6:</b> T34, T39, T50, T66, T84, T102, T130, T148, T164, T180, T196, T222, T242, T263, T264, T283, T284
<b>Unit 7:</b> 11FF, 12D, 26N, 46M, 66N, 86C, 92M, 98C
<b>Unit 8:</b> 102D, 112D, 124M, 132C, 154M, 154N, 180M
<b>Unit 9:</b> 11DD, 12D, 36M, 38F, 54N, 70C, 84N, 90B, 120M, 122F
<b>Unit 10:</b> 137DD, 138D, 150D, 158N, 180N, 200D, 206P, 220F, 236N

<b>English Language Arts</b>
<b>Unit 3: Let’s Read—Poems, Fairy Tales, and Fables</b>
<b>25a. Apply basic reasoning skills, including: Identifying simple causes and effects in stories. (ELA-7-E4)</b>
<b>Unit 5:</b> T108, T151, T167, T183, T231, T233, T295, T297
<b>Unit 7:</b> 12, 15, 17, 19, 21, 23, 27, 29, 31, 33, 35, 37, 39, 41, 43, 43C, 87, 89
<b>Unit 8:</b> 181, 183, 185, 187, 189, 191, 193D
<b>Unit 9:</b> 91, 93, 95, 97, 99, 101, 103, 105, 117C, 117D
<b>Unit 10:</b> 221, 223, 225, 227, 229, 231, 233

<b>English Language Arts</b>
<b>Unit 3: Let’s Read—Poems, Fairy Tales, and Fables</b>
<b>25b. Apply basic reasoning skills, including: Telling differences between reality and fantasy in texts. (ELA-7-E4)</b>
<b>Unit 1:</b> T38, T174, T233, T235, T239, T255, T317
<b>Unit 2:</b> T226, T228, T256, T276
<b>Unit 3:</b> T47, T160, T162, T182, T204, T259, T274, T290
<b>Unit 4:</b> T48, T66, T133
<b>Unit 5:</b> T46, T66, T148, T164, T180, T197, T198, T226, T248, T250, T270, T292
<b>Unit 6:</b> T48, T50, T75, T128, T130, T194, T196, T220, T222, T240, T245, T247, T262, T264, T282
<b>Unit 10:</b> 237, 239, 241, 243, 245, 247, 249, 252, 253, 255, 257, 259, 259C, 259D

<b>English Language Arts</b>
<b>Unit 3: Let’s Read—Poems, Fairy Tales, and Fables</b>
<b>35. Use the singular and plural forms of high-frequency and commonly used words. (ELA-3-E3)</b>
<b>Unit 2:</b> T222, T287
<b>Unit 3:</b> T37, T57, T75, T139, T153, T173, T218, T219, T231, T245, T245, T263, T279, T295
<b>Unit 5:</b> T37, T257
<b>Unit 6:</b> T61, T141, T269, T284
<b>Unit 7:</b> 45F, 45G, 45H, 65F, 65G, 65H
<b>Unit 9:</b> 11FF, 35E, 35F

<b>English Language Arts</b>
<b>Unit 3: Let’s Read—Poems, Fairy Tales, and Fables</b>
<b>39a. Identify and use knowledge of parts of speech, including: Basic singular and plural nouns, pronouns, and verbs. (ELA-3-E4)</b>
<b>Unit 4:</b> T207
<b>Unit 5:</b> T315
<b>Unit 6:</b> T113
<b>Unit 7:</b> 23B, 43B, 45J, 63B, 65J, 81B, 89B, 91F, 99L
<b>Unit 8:</b> 121B, 129F, 151B, 153E, 153F, 153H, 177B, 179J, 193B, 195R
<b>Unit 10:</b> 157F, 200A, 261P

<b>English Language Arts</b>
<b>Unit 3: Let's Read—Poems, Fairy Tales, and Fables</b>
<b>45. Speak clearly at a speed and volume appropriate for purpose and setting. (ELA-4-E1)</b>
<b>Unit 1:</b> T108, T156, T199
<b>Unit 2:</b> T212, T234, T247, T263, T284, T285, T297, T304
<b>Unit 3:</b> T54, T91, T150, T185, T189, T191, T243, T275
<b>Unit 4:</b> T75, T107, T176, T216, T235, T283, T284
<b>Unit 5:</b> T169, T189, T276
<b>Unit 6:</b> T58, T91, T93, T96, T107, T276
<b>Unit 7:</b> 12E, 25, 45, 45D, 45I, 65, 83, 86E, 91, 95F, 97
<b>Unit 8:</b> 111, 119D, 123, 129, 153, 179, 195, 195D, 195Q
<b>Unit 9:</b> 37, 37B, 38G, 51C, 51F, 53F, 81C, 89D, 90E, 120N, 122G, 135D
<b>Unit 10:</b> 150E, 158O, 179I, 180O, 195E, 200E, 206Q, 219D, 220G, 233F, 236O, 259F, 261D

<b>English Language Arts</b>
<b>Unit 3: Let's Read—Poems, Fairy Tales, and Fables</b>
<b>46. Follow classroom procedures (e.g., organizing materials) according to teacher directions. (ELA-4-E2)</b>
<b>Unit 1:</b> T38, T54, T67, T74, T92, T94, T110, T136, T156, T174, T194, T210, T238, T256, T276, T298, T318
<b>Unit 2:</b> T35, T39, T56, T61, T78, T80, T81, T98, T100, T103, T120, T150, T153, T170, T173, T188, T210, T215, T232, T234, T260, T282, T302, T320, T325, T336, T338
<b>Unit 3:</b> T33, T52, T53, T54, T55, T69, T70, T71, T85, T88, T89, T93, T103, T106, T107, T111, T133, T134, T148, T149, T150, T165, T167, T168, T169, T171, T173, T185, T186, T187, T189, T191, T201, T202, T203, T207, T226, T229, T240, T241, T257, T258, T259, T274, T275, T290, T292, T293
<b>Unit 4:</b> T33, T37, T51, T52, T55, T57, T69, T71, T72, T73, T75, T87, T88, T89, T93, T103, T104, T105, T109, T132, T133, T134, T152, T155, T170, T171, T173, T186, T187, T191, T202, T204, T232, T233, T235, T250, T251, T264, T265, T267, T283, T292, T294
<b>Unit 5:</b> T33, T54, T72, T88, T108, T136, T152, T153, T154, T155, T164, T168, T169, T184, T185, T204, T205, T207, T234, T235, T256, T258, T278, T281, T298, T299, T300, T301, T303, T310, T312
<b>Unit 6:</b> T37, T56, T72, T73, T90, T108, T136, T137, T138, T154, T168, T170, T184, T202, T205, T228, T229, T248, T249, T253, T270, T273, T290, T291, T292, T302, T304, T305
<b>Unit 7:</b> 99G
<b>Unit 8:</b> 109D, 109E, 193E, 195
<b>Unit 9:</b> 11CC, 35, 51F, 83E, 133D, 135F
<b>Unit 10:</b> 149A, 261K, 261M, 261N

<b>English Language Arts</b>
<b>Unit 3: Let's Read—Poems, Fairy Tales, and Fables</b>
<b>47. Give or explain directions for simple processes (e.g., explaining an assignment) to classmates. (ELA-4-E2)</b>
<b>Unit 1:</b> T97  <b>Unit 2:</b> T211  <b>Unit 3:</b> T198, T275  <b>Unit 5:</b> T77, T122, T218, T231  <b>Unit 7:</b> 92K, 97F  <b>Unit 8:</b> 107, 127B, 141  <b>Unit 9:</b> 135D  <b>Unit 10:</b> 155D, 157E, 201, 203E, 219D

<b>English Language Arts</b>
<b>Unit 3: Let's Read—Poems, Fairy Tales, and Fables</b>
<b>48. Ask questions to clarify directions and/or other classroom routines. (ELA-4-E2)</b>
<b>Unit 1:</b> T97  <b>Unit 3:</b> T275  <b>Unit 5:</b> T77, T122, T231  <b>Unit 7:</b> 92K  <b>Unit 8:</b> 107, 127B  <b>Unit 10:</b> 155D, 201, 203E

<b>English Language Arts</b>
<b>Unit 3: Let’s Read—Poems, Fairy Tales, and Fables</b>
<b>49a. Retell stories with the following included: Sequential order using vocabulary from the story. (ELA-4-E3)</b>
<b>Unit 1:</b> T103, T149, T187, T251, T269, T291, T311
<b>Unit 2:</b> T31, T42, T49, T63, T71, T86, T92, T93, T113, T135, T143, T157, T165, T185, T203, T225, T255, T275, T297, T317, T335
<b>Unit 3:</b> T28, T29, T44, T45, T64, T65, T81, T99, T124, T125, T127, T136, T144, T145, T159, T180, T181, T187, T197, T222, T223, T237, T251, T270, T271, T274, T286, T287, T289
<b>Unit 4:</b> T27, T28, T29, T45, T65, T83, T99, T123, T144, T145, T162, T163, T198, T199, T222, T223, T243, T275, T290, T291
<b>Unit 5:</b> T28, T29, T44, T45, T65, T100, T101, T128, T129, T162, T163, T179, T195, T224, T225, T247, T268, T269, T288, T289, T309
<b>Unit 6:</b> T28, T29, T30, T31, T33, T47, T83, T92, T101, T108, T127, T146, T147, T179, T238, T239, T248, T258, T261, T267, T271, T281, T295, T301, T302
<b>Unit 7:</b> 23A, 63A
<b>Unit 8:</b> 102, 106, 108, 109, 109A, 109C, 121, 127, 151, 177E, 193, 195Q
<b>Unit 9:</b> 33, 33F, 37, 51, 51F, 65, 81, 87A, 135I
<b>Unit 10:</b> 217E, 261O

<b>English Language Arts</b>
<b>Unit 3: Let’s Read—Poems, Fairy Tales, and Fables</b>
<b>49b. Retell stories with the following included: Descriptive words to answer questions about characters, settings, and events of a story. (ELA-4-E3)</b>
<b>Unit 1:</b> T103, T149, T187, T251, T269, T291, T311
<b>Unit 2:</b> T31, T42, T49, T63, T71, T86, T92, T93, T113, T135, T143, T157, T165, T185, T203, T225, T255, T275, T297, T317, T335
<b>Unit 3:</b> T28, T29, T44, T45, T64, T65, T81, T99, T124, T125, T127, T136, T144, T145, T159, T180, T181, T187, T197, T222, T223, T237, T251, T270, T271, T274, T286, T287, T289
<b>Unit 4:</b> T27, T28, T29, T45, T65, T83, T99, T123, T144, T145, T162, T163, T198, T199, T222, T223, T243, T275, T290, T291
<b>Unit 5:</b> T28, T29, T44, T45, T65, T100, T101, T128, T129, T162, T163, T179, T195, T224, T225, T247, T268, T269, T288, T289, T309
<b>Unit 6:</b> T28, T29, T30, T31, T33, T47, T83, T92, T101, T108, T127, T146, T147, T179, T238, T239, T248, T258, T261, T267, T271, T281, T295, T301, T302
<b>Unit 7:</b> 23A, 63A
<b>Unit 8:</b> 102, 106, 108, 109, 109A, 109C, 121, 127, 151, 177E, 193, 195Q
<b>Unit 9:</b> 33, 33F, 37, 51, 51F, 65, 81, 87A, 135I
<b>Unit 10:</b> 217E, 261O

<b>English Language Arts</b>
<b>Unit 3: Let's Read—Poems, Fairy Tales, and Fables</b>
<b>50. Recite parts of familiar literature to the class. (ELA-4-E4)</b>
<b>Unit 1:</b> T24, T27, T39, T42, T45, T60, T62, T71, T80, T85, T98, T106, T108, T113, T124, T137, T142, T144, T153, T162, T177, T180, T181, T200, T202, T213, T224, T259, T265, T282, T321
<b>Unit 2:</b> T22, T40, T44, T62, T84, T104, T176, T194, T216, T218, T246, T291, T308
<b>Unit 3:</b> T120, T140, T192, T216, T254, T255
<b>Unit 4:</b> T22, T23, T139, T192, T193, T217, T237, T255, T265, T269, T283, T285, T297
<b>Unit 5:</b> T39, T175, T276, T284
<b>Unit 6:</b> T22, T79, T142, T191, T234, T235
<b>Unit 7:</b> 98D
<b>Unit 8:</b> 102, 106, 125, 177E
<b>Unit 9:</b> 37B, 92, 107, 121
<b>Unit 10:</b> 177E, 217E

#### **Unit 4: The Information Hunt**

<b>English Language Arts</b>
<b>Unit 4: The Information Hunt</b>
<b>22d. Demonstrate understanding of information in texts using a variety of strategies, including: Resolving questions about meaning by using prior knowledge, basic reasoning skills, context clues, and pictures during read-alouds. (ELA-7-E1)</b>
<b>Unit 1:</b> T50, T70, T88, T110, T132, T152, T170, T190, T206, T232, T272, T314
<b>Unit 2:</b> T94, T114, T186, T206, T207, T229, T2587, T279, T298, T299, T318, T319, TT321
<b>Unit 3:</b> T30, T47, T48, T49, T50, T83, T86, T89, T101, T104, T106, T130, T131, T146, T147, T162, T198, T224, T238, T254, T272
<b>Unit 4:</b> T48, T66, T84, T126, T146, T164
<b>Unit 5:</b> T30, T66, T82, T102, T132, T197, T228, T250, T272, T292
<b>Unit 6:</b> T34, T50, T66, T84, T85, T102, T130, T131, T148, T149, T164, T165, T169, T180, T181, T196, T222, T242, T264, T284
<b>Unit 7:</b> 11AA, 12C, 26M, 46M, 66M, 86C, 92M, 98C
<b>Unit 8:</b> 101Y, 112C, 124M, 132C, 154M, 179G-179H, 179I, 180M, 195Q
<b>Unit 9:</b> 11Y, 12C, 36M, 38E, 54M, 70C, 84M, 90C, 122E
<b>Unit 10:</b> 137Y, 138C, 150C, 158M, 158O, 180M, 200C, 200E, 206O, 220E, 236M, 236O

<b>English Language Arts</b>
<b>Unit 4: The Information Hunt</b>
<b>25c. Apply basic reasoning skills, including: Formulating questions beginning with <i>who</i>, <i>what</i>, <i>when</i>, <i>where</i>, and <i>why</i> about texts read independently. (ELA-7-E4)</b>
<b>Unit 1:</b> T38, T103, T110, T136, T149, T156, T187, T194, T241, T251, T256, T269, T291, T298, T311
<b>Unit 2:</b> T31, T35, T49, T56, T71, T78, T92, T93, T97, T113, T117, T120, T143, T165, T185, T203, T210, T225, T255, T275, T297, T304, T317, T335, T339
<b>Unit 3:</b> T28, T29, T33, T44, T45, T51, T61, T64, T65, T70, T72, T81, T88, T99, T124, T125, T127, T134, T136, T144, T145, T159, T168, T170, T180, T181, T186, T197, T202, T222, T223, T237, T251, T258, T270, T271, T286, T287, T289
<b>Unit 4:</b> T27, T28, T29, T45, T65, T83, T99, T123, T132, T144, T145, T152, T162, T163, T170, T186, T198, T199, T202, T222, T223, T232, T243, T250, T264, T275, T278, T290, T291
<b>Unit 5:</b> T28, T29, T44, T45, T65, T86, T100, T101, T108, T128, T129, T162, T163, T179, T162, T163, T179, T195, T202, T224, T225, T247, T268, T269, T288, T289, T297, T309
<b>Unit 6:</b> T28, T29, T30, T31, T33, T37, T47, T56, T72, T83, T90, T92, T101, T108, T127, T136, T138, T146, T147, T154, T168, T179, T184, T202, T228, T238, T239, T248, T258, T259, T265, T261, T270, T281, T290, T301
<b>Unit 7:</b> 11DD, 13, 22, 23A, 25, 26M, 43, 43A, 63, 63A, 81A, 89A, 99, 95A, 99A, 99K
<b>Unit 8:</b> 109, 121, 127, 130, 151, 177, 193
<b>Unit 9:</b> 33, 51, 81
<b>Unit 10:</b> 137BB, 147, 155, 203

<b>English Language Arts</b>
<b>Unit 4: The Information Hunt</b>
<b>26. Write simple stories with a central idea or event; a beginning, middle, and end; and details. (ELA-2-E1)</b>
<b>Unit 1:</b> T54, T92, T97, T110, T115, T136, T156, T174, T194, T210, T215, T298, T303, T318, T323
<b>Unit 2:</b> T56, T78, T98, T120, T150, T170, T188, T210, T232, T260, T282, T302, T320
<b>Unit 3:</b> T52, T70, T75, T88, T93, T106, T134, T139, T148, T153, T168, T173, T186, T191, T202, T207, T226, T258, T274
<b>Unit 4:</b> T37, T52, T72, T77, T88, T104, T132, T152, T170, T186, T202, T232, T250, T264, T278
<b>Unit 5:</b> T108, T136, T184, T204, T234, T256, T278, T298
<b>Unit 6:</b> T38, T41, T58, T77, T92, T95, T97, T110, T113, T129, T138, T139, T141, T145, T156, T159, T170, T173, T189, T204, T207
<b>Unit 7:</b> 95A
<b>Unit 9:</b> 83A
<b>Unit 10:</b> 137FF, 149E, 149F, 157A, 157E, 157F, 177E, 179F, 179G, 179H, 179I, 179J, 197F, 197G, 197H, 205E, 205F, 219F, 219G, 235E, 235F, 235G, 259F, 261C, 261F, 261G, 261H, 261M, 261O, 261P



<b>English Language Arts</b>
<b>Unit 4: The Information Hunt</b>
<b>27. Use specific action and descriptive words when writing a story, description, or narration (e.g., stomped instead of walked and magnificent instead of big) for a specific purpose and/or audience. (ELA-2-E2)</b>
<b>Unit 2:</b> T61, T83
<b>Unit 3:</b> T149, T173, T187, T277
<b>Unit 5:</b> T37, T57, T59, T77, T239, T261, T276, T283, T303
<b>Unit 7:</b> 25G, 91E
<b>Unit 8:</b> 11F, 153E, 153F, 153G, 179H, 179I, 195H
<b>Unit 9:</b> 35E, 51E, 67H, 89F, 119E, 119F, 121B
<b>Unit 10:</b> 149F, 179I, 205E

<b>English Language Arts</b>
<b>Unit 4: The Information Hunt</b>
<b>29a. Independently write a variety of grade-appropriate compositions, including: Simple letters, notes, and stories. (ELA-2-E4)</b>
<b>Unit 1:</b> T175, T196, T277, T318
<b>Unit 2:</b> T56, T58, T152, T262, T287, T307
<b>Unit 3:</b> T70, T91, T134, T148, T153, T171, T173, T189, T191, T207, T245
<b>Unit 4:</b> T55, T72, T269
<b>Unit 5:</b> T167
<b>Unit 6:</b> T56, T72, T110, T159, T173, T186, T189
<b>Unit 7:</b> 23A, 25A, 25F, 25H, 43A, 45H, 63A, 65A, 65H, 81A, 83A, 83H, 89A, 95A
<b>Unit 8:</b> 107, 109A, 121A, 127A, 139, 151A, 177A, 193A, 195G, 195H, 195Q
<b>Unit 9:</b> 19, 33A, 37A, 50, 51A, 59, 81A, 87A, 117A, 121A, 133A
<b>Unit 10:</b> 144, 184, 230, 239, 259F

<b>English Language Arts</b>
<b>Unit 4: The Information Hunt</b>
<b>29b. Independently write a variety of grade-appropriate compositions, including: Simple informational descriptions. (ELA-2-E4)</b>
<b>Unit 1:</b> T175, T196, T277, T318  <b>Unit 2:</b> T56, T58, T152, T262, T287, T307  <b>Unit 3:</b> T70, T91, T134, T148, T153, T171, T173, T189, T191, T207, T245  <b>Unit 4:</b> T55, T72, T269  <b>Unit 5:</b> T167  <b>Unit 6:</b> T56, T72, T110, T159, T173, T186, T189  <b>Unit 7:</b> 23A, 25A, 25F, 25H, 43A, 45H, 63A, 65A, 65H, 81A, 83A, 83H, 89A, 95A  <b>Unit 8:</b> 107, 109A, 121A, 127A, 139, 151A, 177A, 193A, 195G, 195H, 195Q  <b>Unit 9:</b> 19, 33A, 37A, 50, 51A, 59, 81A, 87A, 117A, 121A, 133A  <b>Unit 10:</b> 144, 184, 230, 239, 259F

<b>English Language Arts</b>
<b>Unit 4: The Information Hunt</b>
<b>36. Identify and use a subject and verb when writing a complete sentence. (ELA-3-E3)</b>
<b>Unit 2:</b> T294, T295  <b>Unit 3:</b> T153, T173, T207, T263, T279, T295  <b>Unit 4:</b> T207, T297  <b>Unit 5:</b> T113, T315  <b>Unit 6:</b> T113, T207, T307  <b>Unit 7:</b> 23B, 25H, 45J, 63B, 65H, 65J, 81B, 89B, 91F, 93F, 99L  <b>Unit 8:</b> 109B, 121B, 123F, 127B, 129F, 151B, 153E, 153F, 153H, 177B, 179J, 193B, 195R  <b>Unit 9:</b> 67H  <b>Unit 10:</b> 157F, 179J, 200A, 261P

<b>English Language Arts</b>
<b>Unit 4: The Information Hunt</b>
<b>39c. Identify and use knowledge of parts of speech, including: Simple transition words including <i>first</i>, <i>second</i>, and <i>finally</i>. (ELA-3-E4)</b>
<b>Unit 4:</b> T207
<b>Unit 5:</b> T315
<b>Unit 6:</b> T113
<b>Unit 7:</b> 23B, 43B, 45J, 63B, 65J, 81B, 89B, 91F, 99L
<b>Unit 8:</b> 121B, 129F, 151B, 153E, 153F, 153H, 177B, 179J, 193B, 195R
<b>Unit 10:</b> 157F, 200A, 261P

<b>English Language Arts</b>
<b>Unit 4: The Information Hunt</b>
<b>41. Create phonetically spelled written work that can be read by the writer and others. (ELA-3-E5)</b>
<b>Unit 1:</b> T267, T309
<b>Unit 2:</b> T47, T69, T91, T111, T141, T163, T183, T200, T201, 212, T222, T223, T252, T253, T272, T273, T294, T295, T314, T315, T332, T333
<b>Unit 3:</b> T27, T43, T63, T79, T97, T123, T143, T157, T179, T195, T221, T235, T249, T269, T285
<b>Unit 4:</b> T25, T42, T43, T62, T63, T81, T97, T121, T143, T161, T176, T179, T196, T197 T216, T220, T221, T241, T256, T259, T273, T288, T289
<b>Unit 5:</b> T26, T27, T42, T43, T63, T81, T98, T99, T126, T127, T145, T161, T175, T192, T193, T222, T223, T244, T245, T266, T267, T287, T307
<b>Unit 6:</b> T26, T27, T45, T65, T77, T81, T96, T98, T99, T124, T125, T142, T145, T162, T163, T177, T193, T219, T237, T257, T276, T279, T298, T299
<b>Unit 7:</b> 11Z, 11HH, 12B, 26L, 45F, 46L, 65F, 66L, 83F, 86B, 92L, 97F, 98B, 99F
<b>Unit 8:</b> 101X, 101FF, 102B, 112B, 124L, 129F, 154L, 195F
<b>Unit 9:</b> 11X, 11FF, 12B, 36L, 37D, 38B, 54L, 67F, 70B, 84L, 89F, 90B, 120L 121D, 122C, 135H
<b>Unit 10:</b> 137X, 137FF, 138B, 150B, 158L, 179F, 180K, 180L, 197F, 200B, 206L, 219F, 220B, 236L, 261F, 261J

<b>English Language Arts</b>
<b>Unit 4: The Information Hunt</b>
<b>44. Alphabetize to the first letter. (ELA-3-E5)</b>
<b>Unit 3:</b> T108, T242
<b>Unit 4:</b> T58, T78, T158
<b>Unit 7:</b> 65C, 65D
<b>Unit 8:</b> 129C
<b>Unit 9:</b> 35D
<b>Unit 10:</b> 149D

<b>English Language Arts</b>
<b>Unit 4: The Information Hunt</b>
<b>57a. Locate information using the organization features of various media, including: The keyboard to enter information on a computer. (ELA-5-E1)</b>
<b>Unit 1:</b> T40, T140, T242  <b>Unit 2:</b> T38, T59, T100, T154, T264  <b>Unit 3:</b> T36, T138, T230  <b>Unit 4:</b> T36, T136, T236  <b>Unit 5:</b> T36, T140, T238, T283, T315  <b>Unit 6:</b> T25, T32, T44, T98, T113, T207  <b>Unit 8:</b> 101EE  <b>Unit 9:</b> 11EE  <b>Unit 10:</b> 137EE, 179E, 197E, 205D

<b>English Language Arts</b>
<b>Unit 4: The Information Hunt</b>
<b>57b. Locate information using the organization features of various media, including: A picture dictionary. (ELA-5-E1)</b>
<b>Unit 5:</b> T85  <b>Unit 6:</b> T141, T159, T173  <b>Unit 7:</b> 46N  <b>Unit 8:</b> 102, 129C  <b>Unit 9:</b> 53D  <b>Unit 10:</b> 179

<b>English Language Arts</b>
<b>Unit 4: The Information Hunt</b>
<b>58. Use various sources, including print materials and observations, to gather information to explain a topic. (ELA-5-E2)</b>
<b>Unit 1:</b> T50, T279  <b>Unit 2:</b> T36, T48, T59, T80, T100, T122, T152, T153, T190, T323  <b>Unit 3:</b> T169, T171, T229, T243  <b>Unit 4:</b> T91, T107, T266  <b>Unit 5:</b> T155, T187, T258, T300  <b>Unit 6:</b> T54, T63, T68, T75, T79, T86, T92, T97, T103, T123, T126, T131, T143, T161, T175  <b>Unit 7:</b> 11EE, 25A, 25B, 25C, 25D, 45A, 45B, 45C, 45D, 65A, 65B, 65C, 65D, 66P, 83A, 83B, 83C, 83D, 86F, 91A, 91B, 91C, 91D, 97A, 97B, 97C, 97D, 98D, 99I, 99J  <b>Unit 8:</b> 102E, 109C, 109D, 109E, 109F, 111A, 111B, 111C, 111D, 123A, 123B, 129A, 129B, 129C, 129D, 132F, 153A, 153B, 153C, 154P, 179A, 179B, 179C, 179D, 180P, 193E, 195A, 195B, 195C, 195D, 195L  <b>Unit 9:</b> 11CC, 35B, 53A, 50, 67B, 67C, 67D, 83B, 83D, 89A, 89B, 119A, 119B, 135A, 135B  <b>Unit 10:</b> 138, 138F, 150F, 155F, 158B, 158P, 161, 179A, 179B, 180B, 180P, 184, 197B, 197C, 200F, 205D, 206B, 206R, 220H, 259B, 261J

<b>English Language Arts</b>
<b>Unit 4: The Information Hunt</b>
<b>59. Record data through pictures or words. (ELA-5-E3)</b>
<b>Unit 2:</b> T59, T100, T122, T190, T284, T285, T304, T323  <b>Unit 3:</b> T55, T90, T108, T150, T171, T205, T229, T260  <b>Unit 4:</b> T55, T90, T91, T106, T107, T134, T135, T172, T173  <b>Unit 5:</b> T91, T110, T111, T138, T139, T154, T155, T170, T171, T186, T187, T206, T207, T272, T293  <b>Unit 6:</b> T59, T74, T92, T110, T138, T139, T156, T170, T187, T230, T231, T250, T272, T293  <b>Unit 7:</b> 23F, 25D, 43F, 45D, 63F, 65C, 65D, 83A, 83C, 83D, 91D, 97C  <b>Unit 8:</b> 109F, 111A, 123A, 129A, 129C, 129D, 153A, 153C, 153D, 177D, 179C  <b>Unit 9:</b> 53D, 67C, 67D, 83C, 89D, 117F  <b>Unit 10:</b> 157A, 157D, 179D, 197A, 197D, 203F, 205A, 205C, 205D, 219C, 219D, 235C

<b>English Language Arts</b>
<b>Unit 4: The Information Hunt</b>
<b>60. Use graphic organizers to categorize information and create informal outlines individually and during class discussions. (ELA-5-E3)</b>
<b>Unit 1:</b> T141, T161 <b>Unit 2:</b> T36, T56, T57, T80, T100, T119, T152, T172, T190 <b>Unit 3:</b> T90, T108, T150, T169, T189, T205 <b>Unit 4:</b> T91 <b>Unit 5:</b> T257, T259, T279, T299 <b>Unit 6:</b> T73, T74, T75, T91, T92, T109, T171, T222, T230, T231, T233, T241, T291 <b>Unit 7:</b> 65D <b>Unit 8:</b> 129D, 179D <b>Unit 9:</b> 67D, 83D <b>Unit 10:</b> 157D, 197D, 205D

<b>English Language Arts</b>
<b>Unit 4: The Information Hunt</b>
<b>61. Use technology to publish class work such as research questions and answers. (ELA-5-E4)</b>
<b>Unit 1:</b> T40, T140, T242 <b>Unit 2:</b> T38, T59, T100, T154, T264 <b>Unit 3:</b> T36, T138, T230 <b>Unit 4:</b> T36, T136, T236 <b>Unit 5:</b> T36, T140, T238, T283, T315 <b>Unit 6:</b> T25, T32, T44, T98, T113, T207 <b>Unit 8:</b> 101EE <b>Unit 9:</b> 11EE <b>Unit 10:</b> 137EE, 179E, 197E, 205D

<b>English Language Arts</b>
<b>Unit 4: The Information Hunt</b>
<b>62. Locate and read information on simple charts and graphs. (ELA-5-E6)</b>
<b>Unit 1:</b> T77 <b>Unit 2:</b> T152, T231, T262, T279 <b>Unit 4:</b> T253 <b>Unit 5:</b> T231 <b>Unit 6:</b> T84, T85, T103, T109 <b>Unit 9:</b> 30, 81C, 79 <b>Unit 10:</b> 147E, 147F, 195E, 235D

## Unit 5: Words in a Fun Way—Poetry

<b>English Language Arts</b>
<b>Unit 5: Words in a Fun Way—Poetry</b>
<b>5. Identify grade-appropriate contractions (e.g., <i>can't</i>, <i>isn't</i>, <i>don't</i>). (ELA-1-E1)</b>
<b>Unit 2:</b> T330
<b>Unit 4:</b> T194
<b>Unit 5:</b> T89
<b>Unit 6:</b> T69, T166
<b>Unit 8:</b> 112, 120, 139, 140, 179F, 179G, 179H, 195G, 195H
<b>Unit 9:</b> 90A
<b>Unit 10:</b> 179F, 179G, 179H

<b>English Language Arts</b>
<b>Unit 5: Words in a Fun Way—Poetry</b>
<b>6. Identify words in categories with shared conceptual or definitional characteristics. (ELA-1-E1)</b>
<b>Unit 1:</b> T41, T51, T59, T79, T97, T115, T159, T171
<b>Unit 2:</b> T39, T61, T83, T103, T125, T175, T263, T265, T325, T341
<b>Unit 3:</b> T37, T49, T51, T53, T57, T69, T75, T85, T87, T93, T103, T105, T111, T133, T139, T149, T153, T173, T191, T207, T231, T245, T263, T279, T295
<b>Unit 4:</b> T30, T37, T57, T69, T71, T77, T87, T93, T103, T109, T245
<b>Unit 5:</b> T30, T37, T59, T77, T201, T239, T254, T261, T283, T315
<b>Unit 6:</b> T41, T61, T71, T77, T95, T113, T159, T233, T253, T275, T295, T307
<b>Unit 7:</b> 23B, 25E, 25F, 25G, 45G, 45H, 65G, 65H, 65I, 65J, 83G, 83H, 91E, 91F, 97G, 99K
<b>Unit 8:</b> 111E, 113, 121B, 127B, 151B, 153E, 153F, 153G, 177B, 193B, 195H
<b>Unit 9:</b> 39, 41, 43, 45, 47
<b>Unit 10:</b> 138E, 139, 141, 143, 145, 147C, 149E, 149F, 151, 153, 157E, 159, 161, 165, 167, 173, 175, 177C, 179G, 179H, 179I, 219G, 235E, 235F, 261H, 261O

<b>English Language Arts</b>
<b>Unit 5: Words in a Fun Way—Poetry</b>
<b>15. Retell important facts from informational text. (ELA-1-E5)</b>
<b>Unit 1:</b> T257  <b>Unit 2:</b> T58, T149, T152, T169, T171, T207, T231, T259, T261, T262, T303  <b>Unit 3:</b> T66, T82, T100, T146, T187, T238  <b>Unit 4:</b> T66, T72, T132, T152, T170, T186, T202, T232, T250, T264, T278  <b>Unit 5:</b> T70, T153, T275  <b>Unit 6:</b> T51, T53, T67, T69, T71, T85, T87, T89, T103, T131, T138, T149, T165, T181, T265, T285, T302  <b>Unit 7:</b> 11DD, 22-23, 23A, 45, 65, 81C, 89C, 99G  <b>Unit 8:</b> 123, 133, 135, 143, 145, 147, 149, 180  <b>Unit 9:</b> 28, 38G, 51C, 51E, 62, 81E, 92, 104, 109, 111, 126  <b>Unit 10:</b> 192, 195C, 201, 222, 228, 247

<b>English Language Arts</b>
<b>Unit 5: Words in a Fun Way—Poetry</b>
<b>16. Compare the similarities/differences between events in a story and events in life. (ELA-1-E6)</b>
<b>Unit 1:</b> T256  <b>Unit 2:</b> T228  <b>Unit 3:</b> T50, T66, T89, T106, T130, T224, T226, T238, T240, T272  <b>Unit 5:</b> T50, T68, T70, T84, T104, T105, T109, T166, T169, T182, T200, T232, T274, T276  <b>Unit 6:</b> T134, T137, T150, T152, T166, T169  <b>Unit 7:</b> 19, 23, 45, 46, 54, 60, 68, 60, 65, 68, 74, 78, 80, 83, 86C, 91, 94, 97  <b>Unit 8:</b> 101BB, 109D, 111, 115, 122, 123A, 129, 140, 142, 146, 150, 153A, 153, 179A, 179, 195  <b>Unit 9:</b> 14, 26, 33E, 56, 60, 65C, 72, 73, 74, 76, 79, 85, 90, 94

<b>English Language Arts</b>
<b>Unit 5: Words in a Fun Way—Poetry</b>
<b>17. Identify themes in texts and relate themes to personal prior experience or experience with others. (ELA-1-E6)</b>
<b>Unit 7:</b> 25, 45, 65, 83, 91, 97  <b>Unit 8:</b> 111, 123, 129, 153, 179, 195  <b>Unit 9:</b> 35, 53, 67, 83, 89, 119, 135  <b>Unit 10:</b> 147, 155, 177, 195, 203, 217, 233, 259



<b>English Language Arts</b>
<b>Unit 5: Words in a Fun Way—Poetry</b>
<b>19. Identify and state/tell cultural differences found in literature read aloud. (ELA-6-E1)</b>
<b>Unit 1:</b> T72, T73  <b>Unit 2:</b> T224, T225, T254, T255  <b>Unit 3:</b> T126, T127, T164, T165, T166, T167, T184, T185, T236, T237, T250, T251, T256, T257, T271  <b>Unit 4:</b> T50, T51, T86, T87  <b>Unit 5:</b> T50, T51, T70, T71, T274, T275, T289  <b>Unit 6:</b> T91  <b>Unit 8:</b> 123A, 130, 131, 179A  <b>Unit 10:</b> 165, 261A

<b>English Language Arts</b>
<b>Unit 5: Words in a Fun Way—Poetry</b>
<b>21. Distinguish between a poem, a fable, and a fairy tale. (ELA-6-E3)</b>
<b>Unit 1:</b> T49, T69, T87, T105, T151, T169, T189, T205, T231, T235, T255, T271, T313  <b>Unit 2:</b> T50, T72, T114, T122, T144, T204, T206, T226, T228, T276  <b>Unit 3:</b> T47, T128, T150, T188, T252  <b>Unit 4:</b> T46, T124, T224  <b>Unit 5:</b> T226, T228, T248, T270, T290, T292  <b>Unit 6:</b> T48, T129, T194, T220, T240, T262, T282  <b>Unit 7:</b> 11O, 23A, 26A, 26M, 43E, 46A, 46M, 66A, 66M, 86C, 86, 92A, 92M, 92N, 98C, 99A  <b>Unit 8:</b> 101M, 112C, 124A, 124M, 132C, 154A, 154M, 177E, 180A, 180M  <b>Unit 9:</b> 11DD, 36A, 36M, 46, 51E, 54A, 54M, 84A, 120A, 122E, 122H, 131  <b>Unit 10:</b> 137M, 158A, 158M, 180A, 206A, 215, 236A, 237, 239, 241, 245, 247, 249, 251, 253, 255, 256, 259C

<b>English Language Arts</b>
<b>Unit 5: Words in a Fun Way—Poetry</b>
<b>22a. Demonstrate understanding of information in texts using a variety of strategies, including: Identifying the main idea and some detail in text. (ELA-7-E1)</b>
<b>Unit 2:</b> T147, T167, T171, T189, T231, T259, T261
<b>Unit 4:</b> T127, T129, T132, T149, T152, T165, T167, T170, T171, T181, T183, T185, T186, T187, T201, T202, T203
<b>Unit 5:</b> T51, T69, T85, T105, T107, T253, T255
<b>Unit 6:</b> T69, T73, T71, T87, T89, T133, T151, T153, T167, T183
<b>Unit 7:</b> 67, 69, 71, 73, 75, 77, 79, 81C
<b>Unit 8:</b> 135, 139, 143, 145, 147, 149, 151, 177
<b>Unit 9:</b> 107, 109, 111, 113, 115
<b>Unit 10:</b> 177A, 201, 203C

<b>English Language Arts</b>
<b>Unit 5: Words in a Fun Way—Poetry</b>
<b>22d. Demonstrate understanding of information in texts using a variety of strategies, including: Resolving questions about meaning by using prior knowledge, basic reasoning skills, context clues, and pictures during read-alouds. (ELA-7-E1)</b>
<b>Unit 1:</b> T50, T70, T88, T110, T132, T152, T170, T190, T206, T232, T272, T314
<b>Unit 2:</b> T94, T114, T186, T206, T207, T229, T2587, T279, T298, T299, T318, T319, TT321
<b>Unit 3:</b> T30, T47, T48, T49, T50, T83, T86, T89, T101, T104, T106, T130, T131, T146, T147, T162, T198, T224, T238, T254, T272
<b>Unit 4:</b> T48, T66, T84, T126, T146, T164
<b>Unit 5:</b> T30, T66, T82, T102, T132, T197, T228, T250, T272, T292
<b>Unit 6:</b> T34, T50, T66, T84, T85, T102, T130, T131, T148, T149, T164, T165, T169, T180, T181, T196, T222, T242, T264, T284
<b>Unit 7:</b> 11AA, 12C, 26M, 46M, 66M, 86C, 92M, 98C
<b>Unit 8:</b> 101Y, 112C, 124M, 132C, 154M, 179G-179H, 179I, 180M, 195Q
<b>Unit 9:</b> 11Y, 12C, 36M, 38E, 54M, 70C, 84M, 90C, 122E
<b>Unit 10:</b> 137Y, 138C, 150C, 158M, 158O, 180M, 200C, 200E, 206O, 220E, 236M, 236O

<b>English Language Arts</b>
<b>Unit 5: Words in a Fun Way—Poetry</b>
<b>27. Use specific action and descriptive words when writing a story, description, or narration (e.g., stomped instead of walked and magnificent instead of big) for a specific purpose and/or audience. (ELA-2-E2)</b>
<b>Unit 2:</b> T61, T83
<b>Unit 3:</b> T149, T173, T187, T277
<b>Unit 5:</b> T37, T57, T59, T77, T239, T261, T276, T283, T303
<b>Unit 7:</b> 25G, 91E
<b>Unit 8:</b> 11F, 153E, 153F, 153G, 179H, 179I, 195H
<b>Unit 9:</b> 35E, 51E, 67H, 89F, 119E, 119F, 121B
<b>Unit 10:</b> 149F, 179I, 205E

<b>English Language Arts</b>
<b>Unit 5: Words in a Fun Way—Poetry</b>
<b>28a. Participate in group writing activities and processes, including: Using prewriting strategies, including listing, brainstorming, and drawing to generate ideas for writing. (ELA-2-E3)</b>
<b>Unit 1:</b> T41, T59, T79, T97, T115, T179, T215
<b>Unit 2:</b> T58, T100, T172, T234, T284
<b>Unit 3:</b> T228
<b>Unit 4:</b> T37, T74, T93, T137, T237
<b>Unit 5:</b> T37, T141, T189, T239, T276
<b>Unit 6:</b> T41, T141, T233
<b>Unit 7:</b> 11HH, 43C, 45F, 65F, 83F, 97F
<b>Unit 8:</b> 101FF, 109F, 111E, 129F, 179F, 195F
<b>Unit 9:</b> 11FF, 20, 37D, 50, 67F, 85, 89F, 117E, 121D
<b>Unit 10:</b> 137FF, 179F, 197F, 219F, 261F

<b>English Language Arts</b>
<b>Unit 5: Words in a Fun Way—Poetry</b>
<b>28f. Participate in group writing activities and processes, including: Creating individual and class-written texts for publication. (ELA-2-E3)</b>
<b>Unit 2:</b> T265, T287, T307, T325, T341  <b>Unit 3:</b> T292  <b>Unit 4:</b> T109, T207, T293, T297  <b>Unit 5:</b> T113, T173, T303  <b>Unit 6:</b> T113, T207, T307  <b>Unit 7:</b> 25H, 45J, 65J, 91F, 99K  <b>Unit 8:</b> 123F, 153H, 179J, 195R  <b>Unit 9:</b> 35H, 53G, 83F, 119H, 135N  <b>Unit 10:</b> 157F, 179J, 205F, 235G, 261P

<b>English Language Arts</b>
<b>Unit 5: Words in a Fun Way—Poetry</b>
<b>29c. Independently write a variety of grade-appropriate compositions, including: Simple rhymes and poems. (ELA-2-E4)</b>
<b>Unit 4:</b> T265  <b>Unit 5:</b> T276  <b>Unit 7:</b> 65F, 65G, 65J, 83F, 83G, 83H, 91E, 91F, 97F, 97G, 99C, 99K, 99L  <b>Unit 8:</b> 121F, 151E, 177E  <b>Unit 9:</b> 11FF, 35E, 35F, 35G, 35H, 37D, 37E, 53E, 53F, 53G, 65F, 67F, 67G, 67H, 83E, 83F, 89F, 117E, 119E, 119F, 119G, 119H, 121D, 135E, 135F, 135M, 135N

<b>English Language Arts</b>
<b>Unit 5: Words in a Fun Way—Poetry</b>
<b>30. Use literary devices including dialogue and sensory details in shared writing activities. (ELA-2-E5)</b>
<b>Unit 3:</b> T149, T187  <b>Unit 8:</b> 121E  <b>Unit 9:</b> 121B

<b>English Language Arts</b>
<b>Unit 5: Words in a Fun Way—Poetry</b>
<b>36. Identify and use a subject and verb when writing a complete sentence. (ELA-3-E3)</b>
<b>Unit 2:</b> T294, T295  <b>Unit 3:</b> T153, T173, T207, T263, T279, T295  <b>Unit 4:</b> T207, T297  <b>Unit 5:</b> T113, T315  <b>Unit 6:</b> T113, T207, T307  <b>Unit 7:</b> 23B, 25H, 45J, 63B, 65H, 65J, 81B, 89B, 91F, 93F, 99L  <b>Unit 8:</b> 109B, 121B, 123F, 127B, 129F, 151B, 153E, 153F, 153H, 177B, 179J, 193B, 195R  <b>Unit 9:</b> 67H  <b>Unit 10:</b> 157F, 179J, 200A, 261P

<b>English Language Arts</b>
<b>Unit 5: Words in a Fun Way—Poetry</b>
<b>50. Recite parts of familiar literature to the class. (ELA-4-E4)</b>
<b>Unit 1:</b> T24, T27, T39, T42, T45, T60, T62, T71, T80, T85, T98, T106, T108, T113, T124, T137, T142, T144, T153, T162, T177, T180, T181, T200, T202, T213, T224, T259, T265, T282, T321  <b>Unit 2:</b> T22, T40, T44, T62, T84, T104, T176, T194, T216, T218, T246, T291, T308  <b>Unit 3:</b> T120, T140, T192, T216, T254, T255  <b>Unit 4:</b> T22, T23, T139, T192, T193, T217, T237, T255, T265, T269, T283, T285, T297  <b>Unit 5:</b> T39, T175, T276, T284  <b>Unit 6:</b> T22, T79, T142, T191, T234, T235  <b>Unit 7:</b> 98D  <b>Unit 8:</b> 102, 106, 125, 177E  <b>Unit 9:</b> 37B, 92, 107, 121  <b>Unit 10:</b> 177E, 217E

## Unit 6: Discovering Is Exiting—Reading/Writing Nonfiction

### English Language Arts

#### Unit 6: Discovering Is Exiting—Reading/Writing Nonfiction

##### 3. Use pictures and context clues to confirm meaning of unfamiliar words. (ELA-1-E1)

**Unit 1:** T54, T191, T195, T233, T243, T261, T273, T281, T303, T323

**Unit 2:** T118, T151, T233, T319

**Unit 3:** T135

**Unit 4:** T70, T247, T263

**Unit 5:** T37, T73, T83, T93, T103, T113, T141, T150, T157, T165, T173, T181, T189, T209, T251, T273

**Unit 6:** T51, T85, T103, T131, T149, T165, T181, T197, T223, T243, T249, T253, T275, T285, T295

**Unit 7:** 66O, 87G

**Unit 8:** 102D, 124N, 151C, 155, 161

**Unit 9:** 13, 17, 19, 21, 23, 25, 29, 33C, 37E, 40, 53E, 53F, 75, 85, 123, 133C

**Unit 10:** 155C, 172, 210, 224, 230, 258

### English Language Arts

#### Unit 6: Discovering Is Exiting—Reading/Writing Nonfiction

##### 8. Identify the author and illustrator of a book. (ELA-1-E2)

**Unit 1:** T50, T55, T59, T70, T88, T106, T132, T152, T190, T206, T211, T314

**Unit 2:** T52, T74, T206

**Unit 3:** T48, T146, T272

**Unit 4:** T66, T126, T146, T180, T200, T226, T244, T260

**Unit 5:** T48, T66, T102, T132, T148, T153, T180, T198, T228, T250, T272, T292

**Unit 6:** T95, T129, T137, T148, T164

**Unit 7:** 66M

**Unit 8:** 102C, 112C, 132C, 154M, 180M

**Unit 9:** 12C, 34, 36M, 38E, 52, 54M, 66, 70C, 82, 84M, 88, 90C, 118, 120M, 122E, 134

**Unit 10:** 138D, 148, 150C, 156, 158M, 178, 180M, 196, 200C, 204, 206O, 218, 220E, 234, 260

<b>English Language Arts</b>
<b>Unit 6: Discovering Is Exiting—Reading/Writing Nonfiction</b>
<b>9. Identify that the first sentence in a paragraph is indented. (ELA-1-E2)</b>
<p><b>Unit 1:</b> T54, T66, T67, T79, T102, T103, T148, T149, T186, T187, T250, T251, T268, T269, T277, T290, T291, T310, T311</p> <p><b>Unit 2:</b> T30, T31, T48, T49, T56, T70, T71, T92, T93, T98, T112, T113, T120, T142, T143, T150, T164, T165, T170, T184, T185, T202, T203, T224, T225, T232, T254, T255, T274, T275, T282, T296, T297, T302, T316, T317, T320, T334, T335</p> <p><b>Unit 3:</b> T28, T29, T44, T45, T52, T64, T65, T70, T80, T81, T88, T98, T99, T106, T124, T125, T144, T145, T148, T158, T159, T180, T181, T196, T197, T22, T223, T226, T236, T237, T250, T251, T270, T271, T274, T286, T287</p> <p><b>Unit 4:</b> T26, T27, T44, T45, T52, T82, T83, T98, T99, T104, T122, T123, T132, T144, T145, T152, T162, T163, T170, T186, T198, T199, T202, T222, T223, T232, T242, T243, T250, T274, T275, T278, T290, T291</p> <p><b>Unit 5:</b> T28, T29, T44, T45, T64, T65, T100, T101, T128, T129, T162, T163, T178, T179, T194, T195, T224, T225, T246, T247, T268, T269, T288, T289</p> <p><b>Unit 6:</b> T28, T29, T30, T31, T32, T33, T46, T47, T83, T100, T101, T108, T126, T127, T146, T147, T178, T179, T233, T238, T239, T258, T259, T260, T261, T270, T280, T281, T300, T301</p> <p><b>Unit 7:</b> 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 23A, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 43D, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 63D, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 81A, 86, 87, 88, 89, 89A, 92, 93, 94, 95, 95A, 98, 99</p> <p><b>Unit 8:</b> 102, 103, 104, 105, 106, 107, 108, 109, 109A, 109B, 111E, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 121A, 124, 125, 126, 127, 127A, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 151A, 151B, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 177A, 177B, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 193A, 193B</p> <p><b>Unit 9:</b> 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 33A, 36, 37, 37A, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 51A, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 65A, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 81A, 84, 85, 86, 87, 87A, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 117A, 121A, 133A</p> <p><b>Unit 10:</b> 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 147A, 150, 151, 152, 153, 154, 155, 155A, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 177A, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195A, 200, 201, 202, 203, 203A, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 217A, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 233A, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 259A</p>

<b>English Language Arts</b>
<b>Unit 6: Discovering Is Exiting—Reading/Writing Nonfiction</b>
<b>15. Retell important facts from informational text. (ELA-1-E5)</b>
<b>Unit 1:</b> T257
<b>Unit 2:</b> T58, T149, T152, T169, T171, T207, T231, T259, T261, T262, T303
<b>Unit 3:</b> T66, T82, T100, T146, T187, T238
<b>Unit 4:</b> T66, T72, T132, T152, T170, T186, T202, T232, T250, T264, T278
<b>Unit 5:</b> T70, T153, T275
<b>Unit 6:</b> T51, T53, T67, T69, T71, T85, T87, T89, T103, T131, T138, T149, T165, T181, T265, T285, T302
<b>Unit 7:</b> 11DD, 22-23, 23A, 45, 65, 81C, 89C, 99G
<b>Unit 8:</b> 123, 133, 135, 143, 145, 147, 149, 180
<b>Unit 9:</b> 28, 38G, 51C, 51E, 62, 81E, 92, 104, 109, 111, 126
<b>Unit 10:</b> 192, 195C, 201, 222, 228, 247

<b>English Language Arts</b>
<b>Unit 6: Discovering Is Exiting—Reading/Writing Nonfiction</b>
<b>22a. Demonstrate understanding of information in texts using a variety of strategies, including: Identifying the main idea and some detail in text. (ELA-7-E1)</b>
<b>Unit 2:</b> T147, T167, T171, T189, T231, T259, T261
<b>Unit 4:</b> T127, T129, T132, T149, T152, T165, T167, T170, T171, T181, T183, T185, T186, T187, T201, T202, T203
<b>Unit 5:</b> T51, T69, T85, T105, T107, T253, T255
<b>Unit 6:</b> T69, T73, T71, T87, T89, T133, T151, T153, T167, T183
<b>Unit 7:</b> 67, 69, 71, 73, 75, 77, 79, 81C
<b>Unit 8:</b> 135, 139, 143, 145, 147, 149, 151, 177
<b>Unit 9:</b> 107, 109, 111, 113, 115
<b>Unit 10:</b> 177A, 201, 203C



<b>English Language Arts</b>
<b>Unit 6: Discovering Is Exiting—Reading/Writing Nonfiction</b>
<b>25a. Apply basic reasoning skills, including: Identifying simple causes and effects in stories. (ELA-7-E4)</b>
<b>Unit 5:</b> T108, T151, T167, T183, T231, T233, T295, T297
<b>Unit 7:</b> 12, 15, 17, 19, 21, 23, 27, 29, 31, 33, 35, 37, 39, 41, 43, 43C, 87, 89
<b>Unit 8:</b> 181, 183, 185, 187, 189, 191, 193D
<b>Unit 9:</b> 91, 93, 95, 97, 99, 101, 103, 105, 117C, 117D
<b>Unit 10:</b> 221, 223, 225, 227, 229, 231, 233

<b>English Language Arts</b>
<b>Unit 6: Discovering Is Exiting—Reading/Writing Nonfiction</b>
<b>25c. Apply basic reasoning skills, including: Formulating questions beginning with <i>who</i>, <i>what</i>, <i>when</i>, <i>where</i>, and <i>why</i> about texts read independently. (ELA-7-E4)</b>
<b>Unit 1:</b> T38, T103, T110, T136, T149, T156, T187, T194, T241, T251, T256, T269, T291, T298, T311
<b>Unit 2:</b> T31, T35, T49, T56, T71, T78, T92, T93, T97, T113, T117, T120, T143, T165, T185, T203, T210, T225, T255, T275, T297, T304, T317, T335, T339
<b>Unit 3:</b> T28, T29, T33, T44, T45, T51, T61, T64, T65, T70, T72, T81, T88, T99, T124, T125, T127, T134, T136, T144, T145, T159, T168, T170, T180, T181, T186, T197, T202, T222, T223, T237, T251, T258, T270, T271, T286, T287, T289
<b>Unit 4:</b> T27, T28, T29, T45, T65, T83, T99, T123, T132, T144, T145, T152, T162, T163, T170, T186, T198, T199, T202, T222, T223, T232, T243, T250, T264, T275, T278, T290, T291
<b>Unit 5:</b> T28, T29, T44, T45, T65, T86, T100, T101, T108, T128, T129, T162, T163, T179, T162, T163, T179, T195, T202, T224, T225, T247, T268, T269, T288, T289, T297, T309
<b>Unit 6:</b> T28, T29, T30, T31, T33, T37, T47, T56, T72, T83, T90, T92, T101, T108, T127, T136, T138, T146, T147, T154, T168, T179, T184, T202, T228, T238, T239, T248, T258, T259, T265, T261, T270, T281, T290, T301
<b>Unit 7:</b> 11DD, 13, 22, 23A, 25, 26M, 43, 43A, 63, 63A, 81A, 89A, 99, 95A, 99A, 99K
<b>Unit 8:</b> 109, 121, 127, 130, 151, 177, 193
<b>Unit 9:</b> 33, 51, 81
<b>Unit 10:</b> 137BB, 147, 155, 203

<b>English Language Arts</b>
<b>Unit 6: Discovering Is Exiting—Reading/Writing Nonfiction</b>
<b>27. Use specific action and descriptive words when writing a story, description, or narration (e.g., stomped instead of walked and magnificent instead of big) for a specific purpose and/or audience. (ELA-2-E2)</b>
<b>Unit 2:</b> T61, T83
<b>Unit 3:</b> T149, T173, T187, T277
<b>Unit 5:</b> T37, T57, T59, T77, T239, T261, T276, T283, T303
<b>Unit 7:</b> 25G, 91E
<b>Unit 8:</b> 11F, 153E, 153F, 153G, 179H, 179I, 195H
<b>Unit 9:</b> 35E, 51E, 67H, 89F, 119E, 119F, 121B
<b>Unit 10:</b> 149F, 179I, 205E

<b>English Language Arts</b>
<b>Unit 6: Discovering Is Exiting—Reading/Writing Nonfiction</b>
<b>28a. Participate in group writing activities and processes, including: Using prewriting strategies, including listing, brainstorming, and drawing to generate ideas for writing. (ELA-2-E3)</b>
<b>Unit 1:</b> T41, T59, T79, T97, T115, T179, T215  <b>Unit 2:</b> T58, T100, T172, T234, T284  <b>Unit 3:</b> T228  <b>Unit 4:</b> T37, T74, T93, T137, T237  <b>Unit 5:</b> T37, T141, T189, T239, T276  <b>Unit 6:</b> T41, T141, T233  <b>Unit 7:</b> 11HH, 43C, 45F, 65F, 83F, 97F  <b>Unit 8:</b> 101FF, 109F, 111E, 129F, 179F, 195F  <b>Unit 9:</b> 11FF, 20, 37D, 50, 67F, 85, 89F, 117E, 121D  <b>Unit 10:</b> 137FF, 179F, 197F, 219F, 261F

<b>English Language Arts</b>
<b>Unit 6: Discovering Is Exiting—Reading/Writing Nonfiction</b>
<b>28b. Participate in group writing activities and processes, including: Planning for writing by completing a partially completed graphic organizer. (ELA-2-E3)</b>
<b>Unit 1:</b> T41, T161, T179, T199, T215  <b>Unit 2:</b> T58, T122, T262  <b>Unit 4:</b> T37, T57, T137, T157, T237, T255  <b>Unit 5:</b> T59, T141, T261  <b>Unit 6:</b> T61, T159, T253  <b>Unit 7:</b> 25E, 45G, 65G, 85G, 97G  <b>Unit 8:</b> 111E, 153E, 179G, 195G  <b>Unit 9:</b> 35E, 37E, 67G, 119E, 135E  <b>Unit 10:</b> 149E, 179G, 197G, 219G, 261G

<b>English Language Arts</b>
<b>Unit 6: Discovering Is Exiting—Reading/Writing Nonfiction</b>
<b>28c. Participate in group writing activities and processes, including: Writing a first draft of a story, letter, or description using complete sentences. (ELA-2-E3)</b>
<b>Unit 1:</b> T179, T199, T215  <b>Unit 3:</b> T37, T54, T57, T75, T93, T148, T111, T139, T207, T231  <b>Unit 4:</b> T37, T57, T77, T137, T157, T237, T255  <b>Unit 5:</b> T59, T141, T189, T261  <b>Unit 6:</b> T61, T110, T159, T186, T253  <b>Unit 7:</b> 25E, 45E, 65G, 85G, 97G  <b>Unit 8:</b> 111E, 153E, 179G, 195G  <b>Unit 9:</b> 35E, 37E, 67G, 119E, 135E  <b>Unit 10:</b> 149E, 179G, 197G, 219G, 261G

<b>English Language Arts</b>
<b>Unit 6: Discovering Is Exiting—Reading/Writing Nonfiction</b>
<b>28d. Participate in group writing activities and processes, including: Conferencing with a teacher or peers about how to improve writing and incorporate ideas into final paper. (ELA-2-E3)</b>
<b>Unit 1:</b> T56, T78, T112, T138, T158, T176, T196, T212, T240, T258, T278, T300, T320  <b>Unit 2:</b> T80, T100, T122, T152, T172, T190, T212, T234, T262, T284, T304, T322, T338  <b>Unit 3:</b> T54, T72, T90, T108, T136, T150, T170, T188, T204, T228, T242, T260, T276, T292  <b>Unit 4:</b> T34, T54, T55, T74, T90, T93, T106, T134, T154, T172, T188, T204, T234, T252, T266, T280, T283, T294  <b>Unit 5:</b> T34, T56, T74, T90, T93, T110, T138, T154, T157, T170, T186, T206, T236, T258, T280, T300, T303  <b>Unit 6:</b> T38, T58, T74, T92, T95, T110, T138, T156, T170, T186, T189, T204, T230, T250, T272, T292, T295, T304  <b>Unit 7:</b> 11EE, 25A, 25G, 43G, 45A, 45D, 65A, 65I, 83A, 91A, 97A, 99I, 99K  <b>Unit 8:</b> 101CC, 111A, 123A, 123E, 129A, 153A, 153G, 179A, 179I, 195A, 195D, 195Q  <b>Unit 9:</b> 11CC, 35A, 35G, 53A, 53F, 67A, 83A, 83E, 89A, 89C, 89D, 119A, 119G, 135A, 135I, 135M  <b>Unit 10:</b> 137CC, 149A, 157A, 157C, 157E, 179A, 179I, 197A, 205A, 205E, 219A, 235A, 235F, 261A, 265M, 265O

<b>English Language Arts</b>
<b>Unit 6: Discovering Is Exiting—Reading/Writing Nonfiction</b>
<b>28e. Participate in group writing activities and processes, including: Revising/editing own writing in first draft. (ELA-2-E3)</b>
<b>Unit 1:</b> T28, T29, T62, T65, T79, T85  <b>Unit 2:</b> T39, T61, T83, T103, T125, T155, T175, T193, T212, T215, T237, T341  <b>Unit 3 :</b> T143, T179  <b>Unit 4:</b> T93, T109, T191, T207, T280, T283, T297  <b>Unit 5:</b> T93, T113, T157, T303, T315  <b>Unit 6:</b> T95, T113, T189, T207, T295  <b>Unit 7:</b> 12B, 25G, 25H, 45I, 49J, 65I, 91E, 99K, 99L  <b>Unit 8:</b> 123F, 153G, 179I, 179J, 195Q, 195R  <b>Unit 9:</b> 35G, 35H, 53E, 53F, 83E, 83F, 119G, 119H, 135M, 135N  <b>Unit 10:</b> 157E, 179I, 179J, 205E, 205F, 235F, 235G, 261O, 261P

<b>English Language Arts</b>
<b>Unit 6: Discovering Is Exiting—Reading/Writing Nonfiction</b>
<b>28f. Participate in group writing activities and processes, including: Creating individual and class-written texts for publication. (ELA-2-E3)</b>
<b>Unit 2:</b> T265, T287, T307, T325, T341  <b>Unit 3:</b> T292  <b>Unit 4:</b> T109, T207, T293, T297  <b>Unit 5:</b> T113, T173, T303  <b>Unit 6:</b> T113, T207, T307  <b>Unit 7:</b> 25H, 45J, 65J, 91F, 99K  <b>Unit 8:</b> 123F, 153H, 179J, 195R  <b>Unit 9:</b> 35H, 53G, 83F, 119H, 135N  <b>Unit 10:</b> 157F, 179J, 205F, 235G, 261P

<b>English Language Arts</b>
<b>Unit 6: Discovering Is Exiting—Reading/Writing Nonfiction</b>
<b>29a. Independently write a variety of grade-appropriate compositions, including: Simple letters, notes, and stories. (ELA-2-E4)</b>
<b>Unit 1:</b> T175, T196, T277, T318
<b>Unit 2:</b> T56, T58, T152, T262, T287, T307
<b>Unit 3:</b> T70, T91, T134, T148, T153, T171, T173, T189, T191, T207, T245
<b>Unit 4:</b> T55, T72, T269
<b>Unit 5:</b> T167
<b>Unit 6:</b> T56, T72, T110, T159, T173, T186, T189
<b>Unit 7:</b> 23A, 25A, 25F, 25H, 43A, 45H, 63A, 65A, 65H, 81A, 83A, 83H, 89A, 95A
<b>Unit 8:</b> 107, 109A, 121A, 127A, 139, 151A, 177A, 193A, 195G, 195H, 195Q
<b>Unit 9:</b> 19, 33A, 37A, 50, 51A, 59, 81A, 87A, 117A, 121A, 133A
<b>Unit 10:</b> 144, 184, 230, 239, 259F

<b>English Language Arts</b>
<b>Unit 6: Discovering Is Exiting—Reading/Writing Nonfiction</b>
<b>29b. Independently write a variety of grade-appropriate compositions, including: Simple informational descriptions. (ELA-2-E4)</b>
<b>Unit 1:</b> T175, T196, T277, T318
<b>Unit 2:</b> T56, T58, T152, T262, T287, T307
<b>Unit 3:</b> T70, T91, T134, T148, T153, T171, T173, T189, T191, T207, T245
<b>Unit 4:</b> T55, T72, T269
<b>Unit 5:</b> T167
<b>Unit 6:</b> T56, T72, T110, T159, T173, T186, T189
<b>Unit 7:</b> 23A, 25A, 25F, 25H, 43A, 45H, 63A, 65A, 65H, 81A, 83A, 83H, 89A, 95A
<b>Unit 8:</b> 107, 109A, 121A, 127A, 139, 151A, 177A, 193A, 195G, 195H, 195Q
<b>Unit 9:</b> 19, 33A, 37A, 50, 51A, 59, 81A, 87A, 117A, 121A, 133A
<b>Unit 10:</b> 144, 184, 230, 239, 259F

<b>English Language Arts</b>
<b>Unit 6: Discovering Is Exiting—Reading/Writing Nonfiction</b>
<b>31a. Write for various purposes, including: Responses that include simple judgments about stories and texts. (ELA-2-E6)</b>
<b>Unit 5:</b> T40, T41, T76, T77, T94, T95, T112, T113
<b>Unit 6:</b> T238, T239, T260, T261, T282, T283, T302, T303, T314, T315

<b>English Language Arts</b>
<b>Unit 6: Discovering Is Exiting—Reading/Writing Nonfiction</b>
<b>31b. Write for various purposes, including: Responses that follow simple formats, including envelopes, lists, and journals. (ELA-2-E6)</b>
<b>Unit 1:</b> T175, T277, T318
<b>Unit 2:</b> T56, T58, T262
<b>Unit 3:</b> T70, T148, T153, T171, T173, T191, T207, T245
<b>Unit 4:</b> T72
<b>Unit 5:</b> T167
<b>Unit 6:</b> T45, T56, T72, T110
<b>Unit 7:</b> 23A, 25A, 43A, 63A, 65A, 81A, 83A, 89A, 95A, 97C, 99A
<b>Unit 8:</b> 109A, 121A, 127A, 139, 151A, 177A, 193A
<b>Unit 9:</b> 33A, 37A, 51A, 59, 81A, 87A, 117A, 121A, 133A
<b>Unit 10:</b> 184, 230

<b>English Language Arts</b>
<b>Unit 6: Discovering Is Exiting—Reading/Writing Nonfiction</b>
<b>32. Write a legible sentence demonstrating proper figure grounding on a line and appropriate spacing between words. (ELA-3-E1)</b>
<b>Unit 1:</b> T28, T29, T30, T31, T33, T45, T46, T62, T63, T83, T100, T101, T115, T126, T127, T129, T145, T146, T165, T166, T183, T184, T185, T203, T215, T248, T249, T266, T267, T323
<b>Unit 2:</b> T89, T125, T221, T237, T307, T341
<b>Unit 3:</b> T111, T171, T207, T260, T284, T295
<b>Unit 4:</b> T61, T109, T160, T207, T297
<b>Unit 5:</b> T97, T113, T173, T209, T283, T315
<b>Unit 6:</b> T113, T207, T307
<b>Unit 7:</b> 25H, 45J, 65J, 91F, 99L
<b>Unit 8:</b> 123F, 153H, 179J, 195R
<b>Unit 9:</b> 35H, 53G, 83F, 119H, 135N
<b>Unit 10:</b> 157F, 179J, 205F, 235G, 261P

<b>English Language Arts</b>
<b>Unit 6: Discovering Is Exiting—Reading/Writing Nonfiction</b>
<b>33. Use standard English punctuation, including: Periods, exclamation points, and question marks at the end of sentences. (ELA-3-E2)</b>
<b>Unit 1:</b> T161, T243, T261, T281  <b>Unit 2:</b> T155, T175, T193, T287, T292, T307, T312  <b>Unit 3:</b> T27, T62, T97, T143, T179, T187, T221, T249, T285  <b>Unit 4:</b> T137, T157, T175, T237, T255, T269  <b>Unit 5:</b> T75, T113, T315  <b>Unit 6:</b> T113, T185, T203, T207, T307  <b>Unit 7:</b> 45J  <b>Unit 8:</b> 111F, 123F, 153H, 179J, 195F, 195H, 195R  <b>Unit 9:</b> 67H  <b>Unit 10:</b> 205F, 235G, 261P

<b>English Language Arts</b>
<b>Unit 6: Discovering Is Exiting—Reading/Writing Nonfiction</b>
<b>35. Use the singular and plural forms of high-frequency and commonly used words. (ELA-3-E3)</b>
<b>Unit 2:</b> T222, T287  <b>Unit 3:</b> T37, T57, T75, T139, T153, T173, T218, T219, T231, T245, T245, T263, T279, T295  <b>Unit 5:</b> T37, T257  <b>Unit 6:</b> T61, T141, T269, T284  <b>Unit 7:</b> 45F, 45G, 45H, 65F, 65G, 65H  <b>Unit 9:</b> 11FF, 35E, 35F

<b>English Language Arts</b>
<b>Unit 6: Discovering Is Exiting—Reading/Writing Nonfiction</b>
<b>36. Identify and use a subject and verb when writing a complete sentence. (ELA-3-E3)</b>
<b>Unit 2:</b> T294, T295  <b>Unit 3:</b> T153, T173, T207, T263, T279, T295  <b>Unit 4:</b> T207, T297  <b>Unit 5:</b> T113, T315  <b>Unit 6:</b> T113, T207, T307  <b>Unit 7:</b> 23B, 25H, 45J, 63B, 65H, 65J, 81B, 89B, 91F, 93F, 99L  <b>Unit 8:</b> 109B, 121B, 123F, 127B, 129F, 151B, 153E, 153F, 153H, 177B, 179J, 193B, 195R  <b>Unit 9:</b> 67H  <b>Unit 10:</b> 157F, 179J, 200A, 261P

<b>English Language Arts</b>
<b>Unit 6: Discovering Is Exiting—Reading/Writing Nonfiction</b>
<b>37. Distinguish between a complete and an incomplete sentence. (ELA-3-E3)</b>
<b>Unit 1:</b> T88, T89, T99, T243, T261, T281
<b>Unit 2:</b> T175, T193, T263, T285
<b>Unit 3:</b> T191
<b>Unit 4:</b> T80, T297
<b>Unit 5:</b> T30, T57, T75, T189, T315
<b>Unit 7:</b> 26O, 45I, 45J, 65H, 65J, 66O, 86E, 91F, 99L
<b>Unit 8:</b> 129F, 153E, 153F, 153H, 195H, 195Q, 195R
<b>Unit 9:</b> 53F, 67F, 67G, 67H, 117D, 121B
<b>Unit 10:</b> 137FF, 149E, 149F, 149G, 157F, 179I, 200A

<b>English Language Arts</b>
<b>Unit 6: Discovering Is Exiting—Reading/Writing Nonfiction</b>
<b>38. Identify different types of sentences including telling, asking, and exclaiming. (ELA-3-E3)</b>
<b>Unit 2:</b> T155, T175, T193, T265, T287, T307
<b>Unit 3:</b> T187
<b>Unit 4:</b> T137, T157, T175, T269
<b>Unit 7:</b> 26O
<b>Unit 8:</b> 101FF, 111E, 111F, 195F, 195H
<b>Unit 9:</b> 67F, 67G, 67H, 115

<b>English Language Arts</b>
<b>Unit 6: Discovering Is Exiting—Reading/Writing Nonfiction</b>
<b>40b. Spell grade-appropriate words, including: High-frequency, grade-level words including words with irregular spelling, such as <i>was</i>, <i>were</i>, <i>says</i>, <i>who</i>, <i>what</i>, and <i>why</i>. (ELA-3-E5)</b>
<b>Unit 1:</b> T185, T203, T243
<b>Unit 2:</b> T212, T262
<b>Unit 3:</b> T27
<b>Unit 4:</b> T109, T179, T207, T297
<b>Unit 5:</b> T113, T173, T193, T223, T313
<b>Unit 6:</b> T45, T65, T77, T81, T99, T113, T125, T145, T163, T177, T193, T207, T219, T307
<b>Unit 7:</b> 11HH, 25G, 25H, 43F, 45F, 45G, 45H, 45I, 45J, 65F, 65G, 65H, 65I, 65J, 81D, 153F
<b>Unit 8:</b> 101FF, 111E, 111F, 123E, 123F, 129F, 153E, 153F, 153G, 153H, 179F, 179G
<b>Unit 9:</b> 51C, 67H
<b>Unit 10:</b> 137FF, 149E, 149F, 157E, 157F, 179F, 179G, 179H, 179I, 179J, 197F, 197G



<b>English Language Arts</b>
<b>Unit 6: Discovering Is Exiting—Reading/Writing Nonfiction</b>
<b>41. Create phonetically spelled written work that can be read by the writer and others. (ELA-3-E5)</b>
<b>Unit 1:</b> T267, T309  <b>Unit 2:</b> T47, T69, T91, T111, T141, T163, T183, T200, T201, 212, T222, T223, T252, T253, T272, T273, T294, T295, T314, T315, T332, T333  <b>Unit 3:</b> T27, T43, T63, T79, T97, T123, T143, T157, T179, T195, T221, T235, T249, T269, T285 <b>Unit 4:</b> T25, T42, T43, T62, T63, T81, T97, T121, T143, T161, T176, T179, T196, T197 T216, T220, T221, T241, T256, T259, T273, T288, T289 <b>Unit 5:</b> T26, T27, T42, T43, T63, T81, T98, T99, T126, T127, T145, T161, T175, T192, T193, T222, T223, T244, T245, T266, T267, T287, T307 <b>Unit 6:</b> T26, T27, T45, T65, T77, T81, T96, T98, T99, T124, T125, T142, T145, T162, T163, T177, T193, T219, T237, T257, T276, T279, T298, T299 <b>Unit 7:</b> 11Z, 11HH, 12B, 26L, 45F, 46L, 65F, 66L, 83F, 86B, 92L, 97F, 98B, 99F <b>Unit 8:</b> 101X, 101FF, 102B, 112B, 124L, 129F, 154L, 195F <b>Unit 9:</b> 11X, 11FF, 12B, 36L, 37D, 38B, 54L, 67F, 70B, 84L, 89F, 90B, 120L 121D, 122C, 135H <b>Unit 10:</b> 137X, 137FF, 138B, 150B, 158L, 179F, 180K, 180L, 197F, 200B, 206L, 219F, 220B, 236L, 261F, 261J

<b>English Language Arts</b>
<b>Unit 6: Discovering Is Exiting—Reading/Writing Nonfiction</b>
<b>43. Use a beginner’s dictionary to verify correct spelling. (ELA-3-E5)</b>
<b>Unit 5:</b> T85  <b>Unit 6:</b> T141, T159, T173  <b>Unit 7:</b> 46N  <b>Unit 8:</b> 102, 129C  <b>Unit 9:</b> 53D  <b>Unit 10:</b> 179

<b>English Language Arts</b>
<b>Unit 6: Discovering Is Exiting—Reading/Writing Nonfiction</b>
<b>44. Alphabetize to the first letter. (ELA-3-E5)</b>
<b>Unit 3:</b> T108, T242  <b>Unit 4:</b> T58, T78, T158  <b>Unit 7:</b> 65C, 65D  <b>Unit 8:</b> 129C  <b>Unit 9:</b> 35D  <b>Unit 10:</b> 149D

<b>English Language Arts</b>
<b>Unit 6: Discovering Is Exiting—Reading/Writing Nonfiction</b>
<b>57a. Locate information using the organization features of various media, including: The keyboard to enter information on a computer. (ELA-5-E1)</b>
<b>Unit 1:</b> T40, T140, T242  <b>Unit 2:</b> T38, T59, T100, T154, T264  <b>Unit 3:</b> T36, T138, T230  <b>Unit 4:</b> T36, T136, T236  <b>Unit 5:</b> T36, T140, T238, T283, T315  <b>Unit 6:</b> T25, T32, T44, T98, T113, T207  <b>Unit 8:</b> 101EE  <b>Unit 9:</b> 11EE  <b>Unit 10:</b> 137EE, 179E, 197E, 205D

<b>English Language Arts</b>
<b>Unit 6: Discovering Is Exiting—Reading/Writing Nonfiction</b>
<b>57b. Locate information using the organization features of various media, including: A picture dictionary. (ELA-5-E1)</b>
<b>Unit 5:</b> T85  <b>Unit 6:</b> T141, T159, T173  <b>Unit 7:</b> 46N  <b>Unit 8:</b> 102, 129C  <b>Unit 9:</b> 53D  <b>Unit 10:</b> 179

<b>English Language Arts</b>
<b>Unit 6: Discovering Is Exiting—Reading/Writing Nonfiction</b>
<b>58. Use various sources, including print materials and observations, to gather information to explain a topic. (ELA-5-E2)</b>
<b>Unit 1:</b> T50, T279  <b>Unit 2:</b> T36, T48, T59, T80, T100, T122, T152, T153, T190, T323  <b>Unit 3:</b> T169, T171, T229, T243  <b>Unit 4:</b> T91, T107, T266  <b>Unit 5:</b> T155, T187, T258, T300  <b>Unit 6:</b> T54, T63, T68, T75, T79, T86, T92, T97, T103, T123, T126, T131, T143, T161, T175  <b>Unit 7:</b> 11EE, 25A, 25B, 25C, 25D, 45A, 45B, 45C, 45D, 65A, 65B, 65C, 65D, 66P, 83A, 83B, 83C, 83D, 86F, 91A, 91B, 91C, 91D, 97A, 97B, 97C, 97D, 98D, 99I, 99J  <b>Unit 8:</b> 102E, 109C, 109D, 109E, 109F, 111A, 111B, 111C, 111D, 123A, 123B, 129A, 129B, 129C, 129D, 132F, 153A, 153B, 153C, 154P, 179A, 179B, 179C, 179D, 180P, 193E, 195A, 195B, 195C, 195D, 195L  <b>Unit 9:</b> 11CC, 35B, 53A, 50, 67B, 67C, 67D, 83B, 83D, 89A, 89B, 119A, 119B, 135A, 135B  <b>Unit 10:</b> 138, 138F, 150F, 155F, 158B, 158P, 161, 179A, 179B, 180B, 180P, 184, 197B, 197C, 200F, 205D, 206B, 206R, 220H, 259B, 261J

<b>English Language Arts</b>
<b>Unit 6: Discovering Is Exiting—Reading/Writing Nonfiction</b>
<b>59. Record data through pictures or words. (ELA-5-E3)</b>
<b>Unit 2:</b> T59, T100, T122, T190, T284, T285, T304, T323  <b>Unit 3:</b> T55, T90, T108, T150, T171, T205, T229, T260  <b>Unit 4:</b> T55, T90, T91, T106, T107, T134, T135, T172, T173  <b>Unit 5:</b> T91, T110, T111, T138, T139, T154, T155, T170, T171, T186, T187, T206, T207, T272, T293  <b>Unit 6:</b> T59, T74, T92, T110, T138, T139, T156, T170, T187, T230, T231, T250, T272, T293  <b>Unit 7:</b> 23F, 25D, 43F, 45D, 63F, 65C, 65D, 83A, 83C, 83D, 91D, 97C  <b>Unit 8:</b> 109F, 111A, 123A, 129A, 129C, 129D, 153A, 153C, 153D, 177D, 179C  <b>Unit 9:</b> 53D, 67C, 67D, 83C, 89D, 117F  <b>Unit 10:</b> 157A, 157D, 179D, 197A, 197D, 203F, 205A, 205C, 205D, 219C, 219D, 235C

<b>English Language Arts</b>
<b>Unit 6: Discovering Is Exiting—Reading/Writing Nonfiction</b>
<b>60. Use graphic organizers to categorize information and create informal outlines individually and during class discussions. (ELA-5-E3)</b>
<b>Unit 1:</b> T141, T161
<b>Unit 2:</b> T36, T56, T57, T80, T100, T119, T152, T172, T190
<b>Unit 3:</b> T90, T108, T150, T169, T189, T205
<b>Unit 4:</b> T91
<b>Unit 5:</b> T257, T259, T279, T299
<b>Unit 6:</b> T73, T74, T75, T91, T92, T109, T171, T222, T230, T231, T233, T241, T291
<b>Unit 7:</b> 65D
<b>Unit 8:</b> 129D, 179D
<b>Unit 9:</b> 67D, 83D
<b>Unit 10:</b> 157D, 197D, 205D

### **Unit 7: How to Learn About People—Autobiographies/Biographies**

<b>English Language Arts</b>
<b>Unit 7: How to Learn About People—Autobiographies/Biographies</b>
<b>11. Demonstrate ability to read and follow two-step written directions. (ELA-1-E3)</b>
<b>Unit 3:</b> T275
<b>Unit 6:</b> T155, T169, T291, T303
<b>Unit 10:</b> 155D

<b>English Language Arts</b>
<b>Unit 7: How to Learn About People—Autobiographies/Biographies</b>
<b>14. Retell a story’s beginning, middle, and end. (ELA-1-E4)</b>
<b>Unit 1:</b> T67, T103, 136, T149, T187, T251, T269, T291, T311
<b>Unit 2:</b> T31, T49, T71, T92, T93, T113, T143, T165, T185, T203, T225, T275, T297, T317, T335, T336
<b>Unit 3:</b> T28, T29, T44, T45, T81, T99, T124, T125, T127, T144, T145, T159, T180, T181, T197, T222, T223, T237, T251, T270, T271, T286, T287, T289, T290
<b>Unit 4:</b> T27, T28, T29, T45, T65, T83, T99, T123, T144, T145, T162, T163, T198, T199, T222, T223, T243, T275, T290, T291, T292
<b>Unit 5:</b> T28, T29, T44, T45, T65, T100, T101, T128, T129, T162, T163, T179, T195, T224, T225, T247, T268, T269, T275, T277, T288, T289, T309, T310
<b>Unit 6:</b> T28, T29, T30, T33, T47, T83, T101, T127, T146, T147, T179, T222, T238, T239, T258, T259, T302
<b>Unit 7:</b> 95, 99G
<b>Unit 8:</b> 195M
<b>Unit 9:</b> 51E, 81E, 135I
<b>Unit 10:</b> 261K

<b>English Language Arts</b>
<b>Unit 7: How to Learn About People—Autobiographies/Biographies</b>
<b>15. Retell important facts from informational text. (ELA-1-E5)</b>
<b>Unit 1:</b> T257  <b>Unit 2:</b> T58, T149, T152, T169, T171, T207, T231, T259, T261, T262, T303  <b>Unit 3:</b> T66, T82, T100, T146, T187, T238  <b>Unit 4:</b> T66, T72, T132, T152, T170, T186, T202, T232, T250, T264, T278  <b>Unit 5:</b> T70, T153, T275  <b>Unit 6:</b> T51, T53, T67, T69, T71, T85, T87, T89, T103, T131, T138, T149, T165, T181, T265, T285, T302  <b>Unit 7:</b> 11DD, 22-23, 23A, 45, 65, 81C, 89C, 99G  <b>Unit 8:</b> 123, 133, 135, 143, 145, 147, 149, 180  <b>Unit 9:</b> 28, 38G, 51C, 51E, 62, 81E, 92, 104, 109, 111, 126  <b>Unit 10:</b> 192, 195C, 201, 222, 228, 247

<b>English Language Arts</b>
<b>Unit 7: How to Learn About People—Autobiographies/Biographies</b>
<b>17. Identify themes in texts and relate themes to personal prior experience or experience with others. (ELA-1-E6)</b>
<b>Unit 7:</b> 25, 45, 65, 83, 91, 97  <b>Unit 8:</b> 111, 123, 129, 153, 179, 195  <b>Unit 9:</b> 35, 53, 67, 83, 89, 119, 135  <b>Unit 10:</b> 147, 155, 177, 195, 203, 217, 233, 259

<b>English Language Arts</b>
<b>Unit 7: How to Learn About People—Autobiographies/Biographies</b>
<b>19. Identify and state/tell cultural differences found in literature read aloud. (ELA-6-E1)</b>
<b>Unit 1:</b> T72, T73  <b>Unit 2:</b> T224, T225, T254, T255  <b>Unit 3:</b> T126, T127, T164, T165, T166, T167, T184, T185, T236, T237, T250, T251, T256, T257, T271  <b>Unit 4:</b> T50, T51, T86, T87  <b>Unit 5:</b> T50, T51, T70, T71, T274, T275, T289  <b>Unit 6:</b> T91  <b>Unit 8:</b> 123A, 130, 131, 179A  <b>Unit 10:</b> 165, 261A

<b>English Language Arts</b>
<b>Unit 7: How to Learn About People—Autobiographies/Biographies</b>
<b>22d. Demonstrate understanding of information in texts using a variety of strategies, including: Resolving questions about meaning by using prior knowledge, basic reasoning skills, context clues, and pictures during read-alouds. (ELA-7-E1)</b>
<b>Unit 1:</b> T50, T70, T88, T110, T132, T152, T170, T190, T206, T232, T272, T314
<b>Unit 2:</b> T94, T114, T186, T206, T207, T229, T2587, T279, T298, T299, T318, T319, TT321
<b>Unit 3:</b> T30, T47, T48, T49, T50, T83, T86, T89, T101, T104, T106, T130, T131, T146, T147, T162, T198, T224, T238, T254, T272
<b>Unit 4:</b> T48, T66, T84, T126, T146, T164
<b>Unit 5:</b> T30, T66, T82, T102, T132, T197, T228, T250, T272, T292
<b>Unit 6:</b> T34, T50, T66, T84, T85, T102, T130, T131, T148, T149, T164, T165, T169, T180, T181, T196, T222, T242, T264, T284
<b>Unit 7:</b> 11AA, 12C, 26M, 46M, 66M, 86C, 92M, 98C
<b>Unit 8:</b> 101Y, 112C, 124M, 132C, 154M, 179G-179H, 179I, 180M, 195Q
<b>Unit 9:</b> 11Y, 12C, 36M, 38E, 54M, 70C, 84M, 90C, 122E
<b>Unit 10:</b> 137Y, 138C, 150C, 158M, 158O, 180M, 200C, 200E, 206O, 220E, 236M, 236O

<b>English Language Arts</b>
<b>Unit 7: How to Learn About People—Autobiographies/Biographies</b>
<b>25c. Apply basic reasoning skills, including: Formulating questions beginning with <i>who</i>, <i>what</i>, <i>when</i>, <i>where</i>, and <i>why</i> about texts read independently. (ELA-7-E4)</b>
<b>Unit 1:</b> T38, T103, T110, T136, T149, T156, T187, T194, T241, T251, T256, T269, T291, T298, T311
<b>Unit 2:</b> T31, T35, T49, T56, T71, T78, T92, T93, T97, T113, T117, T120, T143, T165, T185, T203, T210, T225, T255, T275, T297, T304, T317, T335, T339
<b>Unit 3:</b> T28, T29, T33, T44, T45, T51, T61, T64, T65, T70, T72, T81, T88, T99, T124, T125, T127, T134, T136, T144, T145, T159, T168, T170, T180, T181, T186, T197, T202, T222, T223, T237, T251, T258, T270, T271, T286, T287, T289
<b>Unit 4:</b> T27, T28, T29, T45, T65, T83, T99, T123, T132, T144, T145, T152, T162, T163, T170, T186, T198, T199, T202, T222, T223, T232, T243, T250, T264, T275, T278, T290, T291
<b>Unit 5:</b> T28, T29, T44, T45, T65, T86, T100, T101, T108, T128, T129, T162, T163, T179, T162, T163, T179, T195, T202, T224, T225, T247, T268, T269, T288, T289, T297, T309
<b>Unit 6:</b> T28, T29, T30, T31, T33, T37, T47, T56, T72, T83, T90, T92, T101, T108, T127, T136, T138, T146, T147, T154, T168, T179, T184, T202, T228, T238, T239, T248, T258, T259, T265, T261, T270, T281, T290, T301
<b>Unit 7:</b> 11DD, 13, 22, 23A, 25, 26M, 43, 43A, 63, 63A, 81A, 89A, 99, 95A, 99A, 99K
<b>Unit 8:</b> 109, 121, 127, 130, 151, 177, 193
<b>Unit 9:</b> 33, 51, 81
<b>Unit 10:</b> 137BB, 147, 155, 203

<b>English Language Arts</b>
<b>Unit 7: How to Learn About People—Autobiographies/Biographies</b>
<b>26. Write simple stories with a central idea or event; a beginning, middle, and end; and details. (ELA-2-E1)</b>
<b>Unit 1:</b> T54, T92, T97, T110, T115, T136, T156, T174, T194, T210, T215, T298, T303, T318, T323
<b>Unit 2:</b> T56, T78, T98, T120, T150, T170, T188, T210, T232, T260, T282, T302, T320
<b>Unit 3:</b> T52, T70, T75, T88, T93, T106, T134, T139, T148, T153, T168, T173, T186, T191, T202, T207, T226, T258, T274
<b>Unit 4:</b> T37, T52, T72, T77, T88, T104, T132, T152, T170, T186, T202, T232, T250, T264, T278
<b>Unit 5:</b> T108, T136, T184, T204, T234, T256, T278, T298
<b>Unit 6:</b> T38, T41, T58, T77, T92, T95, T97, T110, T113, T129, T138, T139, T141, T145, T156, T159, T170, T173, T189, T204, T207
<b>Unit 7:</b> 95A
<b>Unit 9:</b> 83A
<b>Unit 10:</b> 137FF, 149E, 149F, 157A, 157E, 157F, 177E, 179F, 179G, 179H, 179I, 179J, 197F, 197G, 197H, 205E, 205F, 219F, 219G, 235E, 235F, 235G, 259F, 261C, 261F, 261G, 261H, 261M, 261O, 261P

<b>English Language Arts</b>
<b>Unit 7: How to Learn About People—Autobiographies/Biographies</b>
<b>28d. Participate in group writing activities and processes, including: Creating individual and class-written texts for publication. (ELA-2-E3)</b>
<b>Unit 2:</b> T265, T287, T307, T325, T341
<b>Unit 3:</b> T292
<b>Unit 4:</b> T109, T207, T293, T297
<b>Unit 5:</b> T113, T173, T303
<b>Unit 6:</b> T113, T207, T307
<b>Unit 7:</b> 25H, 45J, 65J, 91F, 99K
<b>Unit 8:</b> 123F, 153H, 179J, 195R
<b>Unit 9:</b> 35H, 53G, 83F, 119H, 135N
<b>Unit 10:</b> 157F, 179J, 205F, 235G, 261P

<b>English Language Arts</b>
<b>Unit 7: How to Learn About People—Autobiographies/Biographies</b>
<b>29a. Independently write a variety of grade-appropriate compositions, including: Simple letters, notes, and stories. (ELA-2-E4)</b>
<b>Unit 1:</b> T175, T196, T277, T318
<b>Unit 2:</b> T56, T58, T152, T262, T287, T307
<b>Unit 3:</b> T70, T91, T134, T148, T153, T171, T173, T189, T191, T207, T245
<b>Unit 4:</b> T55, T72, T269
<b>Unit 5:</b> T167
<b>Unit 6:</b> T56, T72, T110, T159, T173, T186, T189
<b>Unit 7:</b> 23A, 25A, 25F, 25H, 43A, 45H, 63A, 65A, 65H, 81A, 83A, 83H, 89A, 95A
<b>Unit 8:</b> 107, 109A, 121A, 127A, 139, 151A, 177A, 193A, 195G, 195H, 195Q
<b>Unit 9:</b> 19, 33A, 37A, 50, 51A, 59, 81A, 87A, 117A, 121A, 133A
<b>Unit 10:</b> 144, 184, 230, 239, 259F

<b>English Language Arts</b>
<b>Unit 7: How to Learn About People—Autobiographies/Biographies</b>
<b>35. Use the singular and plural forms of high-frequency and commonly used words. (ELA-3-E3)</b>
<b>Unit 2:</b> T222, T287
<b>Unit 3:</b> T37, T57, T75, T139, T153, T173, T218, T219, T231, T245, T245, T263, T279, T295
<b>Unit 5:</b> T37, T257
<b>Unit 6:</b> T61, T141, T269, T284
<b>Unit 7:</b> 45F, 45G, 45H, 65F, 65G, 65H
<b>Unit 9:</b> 11FF, 35E, 35F

<b>English Language Arts</b>
<b>Unit 7: How to Learn About People—Autobiographies/Biographies</b>
<b>39b. Identify and use knowledge of parts of speech, including: Common conjunctions such as <i>and</i>, <i>but</i>, and <i>because</i>. (ELA-3-E4)</b>
<b>Unit 4:</b> T207
<b>Unit 5:</b> T315
<b>Unit 6:</b> T113
<b>Unit 7:</b> 23B, 43B, 45J, 63B, 65J, 81B, 89B, 91F, 99L
<b>Unit 8:</b> 121B, 129F, 151B, 153E, 153F, 153H, 177B, 179J, 193B, 195R
<b>Unit 10:</b> 157F, 200A, 261P



<b>English Language Arts</b>
<b>Unit 7: How to Learn About People—Autobiographies/Biographies</b>
<b>42a. Spell unfamiliar words using carious phonics strategies, including: Segmenting. (ELA-3-E5)</b>
<p><b>Unit 1:</b> T267, T289, T309</p> <p><b>Unit 2:</b> T28, T29, T47, T90, T91, T110, T111, T140, T141,T162, T163, T183, T200, T201, T222, T223, T252, T253, T272, T273, T314, T315, T332, T333</p> <p><b>Unit 3:</b> T27, T43, T62, T63, T79, T97, T123, T143, T157, T179, T195, T221, TT235, T249, T269, T285</p> <p><b>Unit 4:</b> T25, T42, T43, T62, T63, T81, T97, T121, T143, T161, T179, T196, T197, T220, T221, T241, T259, T273, T288, T289</p> <p><b>Unit 5:</b> T26, T27, T42, T43, T63, T81, T98, T99, T126, T127, T145, T161, T177, T192, T193, T222, T223, T244, T245, T266, T267, T287, T307</p> <p><b>Unit 6:</b> T26, T27, T45, T77, T81, T96, T97, T99, T120, T124, T125, T142, T143, T144, T145, T162, T163</p> <p><b>Unit 7:</b> 11HH, 11Z, 12B, 25E, 25F, 25G, 25H, 26L, 45F, 45G, 45H, 45I, 45J, 46L, 65F, 65G, 65H, 65I, 65J, 66L, 83F, 83G, 83H, 86B, 91E, 91F, 92L, 97F, 97G, 99C, 98B, 99F, 99K, 99L</p> <p><b>Unit 8:</b> 101X, 102B, 112B, 124L, 132B, 154L, 180L, 101FF, 111E, 111F, 123E, 123F, 129F, 153E, 153FG, 1653G, 153H, 179F, 179G, 179H, 179I, 179J, 195F, 195G, 195H, 195Q, 195R</p> <p><b>Unit 9:</b> 11X, 11FF, 12B, 35E, 35F, 35G, 35H, 36L, 37D, 37E, 38B, 38C, 53E, 53F, 53G, 54L, 67F, 67G, 67H, 70B, 83E, 83F, 84L, 89F, 90B, 119E, 119F, 119G, 119H, 120L, 121D, 122C, 122D, 135E, 135F, 135H, 135M, 135N</p> <p><b>Unit 10:</b> 137X, 137FF, 138B, 149E, 149F, 150B, 157E, 157F, 158L, 179F, 179G, 179H, 179I, 179J, 180L, 197F, 197G, 197H, 200B, 205E, 205F, 206L, 219F, 219G, 220B, 235E, 235F, 235G, 236L, 261F, 261G, 261H, 261J, 261O, 261P</p>

<b>English Language Arts</b>
<b>Unit 7: How to Learn About People—Autobiographies/Biographies</b>
<b>42b. Spell unfamiliar words using carious phonics strategies, including: Sounding out. (ELA-3-E5)</b>
<p><b>Unit 1:</b> T267, T289, T309</p> <p><b>Unit 2:</b> T28, T29, T47, T90, T91, T110, T111, T140, T141,T162, T163, T183, T200, T201, T222, T223, T252, T253, T272, T273, T314, T315, T332, T333</p> <p><b>Unit 3:</b> T27, T43, T62, T63, T79, T97, T123, T143, T157, T179, T195, T221, TT235, T249, T269, T285</p> <p><b>Unit 4:</b> T25, T42, T43, T62, T63, T81, T97, T121, T143, T161, T179, T196, T197, T220, T221, T241, T259, T273, T288, T289</p> <p><b>Unit 5:</b> T26, T27, T42, T43, T63, T81, T98, T99, T126, T127, T145, T161, T177, T192, T193, T222, T223, T244, T245, T266, T267, T287, T307</p> <p><b>Unit 6:</b> T26, T27, T45, T77, T81, T96, T97, T99, T120, T124, T125, T142, T143, T144, T145, T162, T163</p> <p><b>Unit 7:</b> 11HH, 11Z, 12B, 25E, 25F, 25G, 25H, 26L, 45F, 45G, 45H, 45I, 45J, 46L, 65F, 65G, 65H, 65I, 65J, 66L, 83F, 83G, 83H, 86B, 91E, 91F, 92L, 97F, 97G, 99C, 98B, 99F, 99K, 99L</p> <p><b>Unit 8:</b> 101X, 102B, 112B, 124L, 132B, 154L, 180L, 101FF, 111E, 111F, 123E, 123F, 129F, 153E, 153FG, 1653G, 153H, 179F, 179G, 179H, 179I, 179J, 195F, 195G, 195H, 195Q, 195R</p> <p><b>Unit 9:</b> 11X, 11FF, 12B, 35E, 35F, 35G, 35H, 36L, 37D, 37E, 38B, 38C, 53E, 53F, 53G, 54L, 67F, 67G, 67H, 70B, 83E, 83F, 84L, 89F, 90B, 119E, 119F, 119G, 119H, 120L, 121D, 122C, 122D, 135E, 135F, 135H, 135M, 135N</p> <p><b>Unit 10:</b> 137X, 137FF, 138B, 149E, 149F, 150B, 157E, 157F, 158L, 179F, 179G, 179H, 179I, 179J, 180L, 197F, 197G, 197H, 200B, 205E, 205F, 206L, 219F, 219G, 220B, 235E, 235F, 235G, 236L, 261F, 261G, 261H, 261J, 261O, 261P</p>

<b>English Language Arts</b>
<b>Unit 7: How to Learn About People—Autobiographies/Biographies</b>
<b>42d. Spell unfamiliar words using carious phonics strategies, including: Using word walls and word banks. (ELA-3-E5)</b>
<b>Unit 1:</b> T267, T289, T309  <b>Unit 2:</b> T28, T29, T47, T90, T91, T110, T111, T140, T141,T162, T163, T183, T200, T201, T222, T223, T252, T253, T272, T273, T314, T315, T332, T333  <b>Unit 3:</b> T27, T43, T62, T63, T79, T97, T123, T143, T157, T179, T195, T221, TT235, T249, T269, T285  <b>Unit 4:</b> T25, T42, T43, T62, T63, T81, T97, T121, T143, T161, T179, T196, T197, T220, T221, T241, T259, T273, T288, T289  <b>Unit 5:</b> T26, T27, T42, T43, T63, T81, T98, T99, T126, T127, T145, T161, T177, T192, T193, T222, T223, T244, T245, T266, T267, T287, T307  <b>Unit 6:</b> T26, T27, T45, T77, T81, T96, T97, T99, T120, T124, T125, T142, T143, T144, T145, T162, T163  <b>Unit 7:</b> 11HH, 11Z, 12B, 25E, 25F, 25G, 25H, 26L, 45F, 45G, 45H, 45I, 45J, 46L, 65F, 65G, 65H, 65I, 65J, 66L, 83F, 83G, 83H, 86B, 91E, 91F, 92L, 97F, 97G, 99C, 98B, 99F, 99K, 99L  <b>Unit 8:</b> 101X, 102B, 112B, 124L, 132B, 154L, 180L, 101FF, 111E, 111F, 123E, 123F, 129F, 153E, 153FG, 1653G, 153H, 179F, 179G, 179H, 179I, 179J, 195F, 195G, 195H, 195Q, 195R  <b>Unit 9:</b> 11X, 11FF, 12B, 35E, 35F, 35G, 35H, 36L, 37D, 37E, 38B, 38C, 53E, 53F, 53G, 54L, 67F, 67G, 67H, 70B, 83E, 83F, 84L, 89F, 90B, 119E, 119F, 119G, 119H, 120L, 121D, 122C, 122D, 135E, 135F, 135H, 135M, 135N  <b>Unit 10:</b> 137X, 137FF, 138B, 149E, 149F, 150B, 157E, 157F, 158L, 179F, 179G, 179H, 179I, 179J, 180L, 197F, 197G, 197H, 200B, 205E, 205F, 206L, 219F, 219G, 220B, 235E, 235F, 235G, 236L, 261F, 261G, 261H, 261J, 261O, 261P

<b>English Language Arts</b>
<b>Unit 7: How to Learn About People—Autobiographies/Biographies</b>
<b>48. Ask questions to clarify directions and/or other classroom routines. (ELA-4-E2)</b>
<b>Unit 1:</b> T97  <b>Unit 3:</b> T275  <b>Unit 5:</b> T77, T122, T231  <b>Unit 7:</b> 92K  <b>Unit 8:</b> 107, 127B  <b>Unit 10:</b> 155D, 201, 203E

<b>English Language Arts</b>
<b>Unit 7: How to Learn About People—Autobiographies/Biographies</b>
<b>51. Give oral presentations about familiar experiences or topics using eye contact and adequate volume. (ELA-4-E4)</b>
<b>Unit 1:</b> T24, T27, T39, T42, T45, T60, T62, T71, T80, T85, T98, T106, T108, T113, T124, T137, T142, T144, T152, T153, T162, T177, T180, T181, T200, T202, T206, T213, T224, T259, T265, T282, T321
<b>Unit 2:</b> T22, T40, T44, T52, T62, T84, T104, T176, T194, T216, T218, T228, T246, T278, T291, T308
<b>Unit 3:</b> T120, T140, T192, T216, T254, T255
<b>Unit 4:</b> T22, T23, T139, T192, T193, T217, T226, T237, T255, T260, T261, T265, T269, T283, T285, T297
<b>Unit 5:</b> T39, T175, T276, T284
<b>Unit 6:</b> T22, T79, T142, T191, T234, T235
<b>Unit 7:</b> 25H, 86C, 98C, 98D
<b>Unit 8:</b> 102, 106, 122, 125, 177E, 195Q
<b>Unit 9:</b> 14, 37B, 60, 65C, 92, 107, 121
<b>Unit 10:</b> 177E, 217E

<b>English Language Arts</b>
<b>Unit 7: How to Learn About People—Autobiographies/Biographies</b>
<b>52. Give oral presentations that have a recognizable organization (e.g., sequence, summary). (ELA-4-E4)</b>
<b>Unit 1:</b> T57, T139, T241
<b>Unit 2:</b> T101, T191, T213, T263, T265, T285, T287, T325
<b>Unit 3:</b> T91, T151, T171, T189, T261, T277
<b>Unit 4:</b> T91, T107, T235, T267
<b>Unit 5:</b> T75, T237, T291
<b>Unit 6:</b> T73, T75, T91
<b>Unit 7:</b> 95F, 99H
<b>Unit 8:</b> 109F, 179A
<b>Unit 9:</b> 33F, 65F
<b>Unit 10:</b> 147F, 155F, 177F, 195D, 219D, 233F, 235D, 261M

<b>English Language Arts</b>
<b>Unit 7: How to Learn About People—Autobiographies/Biographies</b>
<b>53. Use active listening strategies (e.g., making eye contact, asking questions, restating acquired information and procedures) to acquire information and understand procedures. (ELA-4-E5)</b>
<b>Unit 1:</b> T156, T210, T297, T303 <b>Unit 2:</b> T80, T114, T212, 215, T325, T337, T341 <b>Unit 3:</b> T182 <b>Unit 4:</b> T106, T191, T283 <b>Unit 5:</b> T57, T169, T237 <b>Unit 6:</b> T91, T93, T138, T196 <b>Unit 8:</b> 105 <b>Unit 9:</b> 35G, 83E

<b>English Language Arts</b>
<b>Unit 7: How to Learn About People—Autobiographies/Biographies</b>
<b>55. Maintain the topic of conversation with a classmate. (ELA-4-E7)</b>
<b>Unit 1:</b> T54, T71, T74, T75, T92, T136, T149, T156, T174, T194, T210, T257  <b>Unit 2:</b> T52, T53, T54, T56, T57, T75, T78, T95, T98, T99, T114, T120, T122, T147, T150, T151, T166, T169, T170, T178, T186, T187, T188, T210, T212, T227, T232, T247, T257, T258, T259, T260, T263, T277, T282, T284, T288, T301, T304, T311, T319, T320, T325, T337 <b>Unit 3:</b> T52, T70, T88, T106, T129, T130, T134, T148, T168, T182, T185, T186, T202, T226, T240, T253, T258, T275, T325 <b>Unit 4:</b> T22, T33, T65, T99, T191, T103, T232, T247, T250, T283 <b>Unit 5:</b> T70, T108, T153, T169, T198 <b>Unit 6:</b> T56, T58, T69, T72, T79, T82, T90, T93, T102, T108, T109, T127, T136, T142, T154, T168, T184, T190, T202, T228, T248, T254, T270, T290, T295, T304 <b>Unit 7:</b> 19, 23, 23A, 43A, 43F, 46O, 63A, 81A, 89A, 95A, 99A, 99K <b>Unit 8:</b> 105, 109A, 109D, 111, 121A, 127A, 151A, 153D, 177A, 193A, 195P <b>Unit 9:</b> 33A, 35G, 37A, 51A, 65A, 81A, 83E, 94, 102, 117A, 121A, 133A, 135D <b>Unit 10:</b> 147A, 155A, 157E, 177A, 195A, 195E, 203A, 217A, 217F, 219D, 223, 233F, 261D, 261O

<b>English Language Arts</b>
<b>Unit 7: How to Learn About People—Autobiographies/Biographies</b>
<b>60. Use graphic organizers to categorize information and create informal outlines individually and during class discussions. (ELA-5-E3)</b>
<b>Unit 1:</b> T141, T161 <b>Unit 2:</b> T36, T56, T57, T80, T100, T119, T152, T172, T190 <b>Unit 3:</b> T90, T108, T150, T169, T189, T205 <b>Unit 4:</b> T91 <b>Unit 5:</b> T257, T259, T279, T299 <b>Unit 6:</b> T73, T74, T75, T91, T92, T109, T171, T222, T230, T231, T233, T241, T291 <b>Unit 7:</b> 65D <b>Unit 8:</b> 129D, 179D <b>Unit 9:</b> 67D, 83D <b>Unit 10:</b> 157D, 197D, 205D

## Unit 8: Creative Writing/Creative Drama

<b>English Language Arts</b>
<b>Unit 8: Creative Writing/Creative Drama</b>
<b>12a. Identify story elements, including: Speaker or narrator. (ELA-1-E4)</b>
<b>Unit 1:</b> T234, T235, T237, T238
<b>Unit 2:</b> T49, T165
<b>Unit 6:</b> T239
<b>Unit 7:</b> 20, 23E, 31, 63E, 81C, 81E, 89E, 93, 95, 95C, 95E;
<b>Unit 8:</b> 109E, 195M
<b>Unit 9:</b> 31, 33E, 51C, 51E, 55, 65E, 71, 77, 81E, 87, 87 <sup>E</sup> , 129

<b>English Language Arts</b>
<b>Unit 8: Creative Writing/Creative Drama</b>
<b>12b. Identify story elements, including: Setting. (ELA-1-E4)</b>
<b>Unit 1:</b> T210, T233, T237, T256, T298
<b>Unit 3:</b> T52, T66, T70, T82, T88, T100, T106, T168, T186, T202, T224, T240, T258, T290
<b>Unit 4:</b> T33, T52, T72, T88, T104, T132, T152, T170, T186, T202, T232, T250, T260, T264
<b>Unit 5:</b> T88, T102, T108, T136, T150, T168, T184, T234
<b>Unit 6:</b> T34, T56, T61, T72, T90, T108, T136, T154, T168, T184, T202, T228, T248, T270, T290
<b>Unit 7:</b> 20, 35, 63A, 63E, 89E, 89F, 93, 95C, 95D, 95E, 99G
<b>Unit 8:</b> 109E, 133, 135, 137, 139, 141, 142, 143, 145, 147, 149, 151E, 193A
<b>Unit 9:</b> 31, 51E, 55, 62, 65E, 71, 77, 81E, 87E, 101, 129, 135I
<b>Unit 10:</b> 201, 203, 203C, 203D, 217E

<b>English Language Arts</b>
<b>Unit 8: Creative Writing/Creative Drama</b>
<b>12c. Identify story elements, including: Characters. (ELA-1-E4)</b>
<b>Unit 1:</b> T136, T233, T234, T235, T237, T238, T256, T257, T299
<b>Unit 3:</b> T66
<b>Unit 4:</b> T133
<b>Unit 5:</b> T148
<b>Unit 6:</b> T67
<b>Unit 7:</b> 23E, 63E, 81E, 89E, 93, 95C, 95E, 97A
<b>Unit 8:</b> 109C, 109E, 121A, 151E, 193F
<b>Unit 9:</b> 33E, 51E, 65E, 73, 75, 77, 79, 81E, 87, 87E, 129
<b>Unit 10:</b> 217E

<b>English Language Arts</b>
<b>Unit 8: Creative Writing/Creative Drama</b>
<b>12d. Identify story elements, including: Plot. (ELA-1-E4)</b>
<b>Unit 1:</b> T136, T233, T234, T235, T237, T238, T256, T257, T299
<b>Unit 3:</b> T66
<b>Unit 4:</b> T133
<b>Unit 5:</b> T148
<b>Unit 6:</b> T67
<b>Unit 7:</b> 23E, 63E, 81E, 89E, 93, 95C, 95E, 97A
<b>Unit 8:</b> 109C, 109E, 121A, 151E, 193F
<b>Unit 9:</b> 33E, 51E, 65E, 73, 75, 77, 79, 81E, 87, 87E, 129
<b>Unit 10:</b> 217E

<b>English Language Arts</b>
<b>Unit 8: Creative Writing/Creative Drama</b>
<b>12e. Identify story elements, including: Problems and solution. (ELA-1-E4)</b>
<b>Unit 9:</b> 81E, 117A
<b>Unit 10:</b> 195E

<b>English Language Arts</b>
<b>Unit 8: Creative Writing/Creative Drama</b>
<b>26. Write simple stories with a central idea or event; a beginning, middle, and end; and details. (ELA-2-E1)</b>
<b>Unit 1:</b> T54, T92, T97, T110, T115, T136, T156, T174, T194, T210, T215, T298, T303, T318, T323
<b>Unit 2:</b> T56, T78, T98, T120, T150, T170, T188, T210, T232, T260, T282, T302, T320
<b>Unit 3:</b> T52, T70, T75, T88, T93, T106, T134, T139, T148, T153, T168, T173, T186, T191, T202, T207, T226, T258, T274
<b>Unit 4:</b> T37, T52, T72, T77, T88, T104, T132, T152, T170, T186, T202, T232, T250, T264, T278
<b>Unit 5:</b> T108, T136, T184, T204, T234, T256, T278, T298
<b>Unit 6:</b> T38, T41, T58, T77, T92, T95, T97, T110, T113, T129, T138, T139, T141, T145, T156, T159, T170, T173, T189, T204, T207
<b>Unit 7:</b> 95A
<b>Unit 9:</b> 83A
<b>Unit 10:</b> 137FF, 149E, 149F, 157A, 157E, 157F, 177E, 179F, 179G, 179H, 179I, 179J, 197F, 197G, 197H, 205E, 205F, 219F, 219G, 235E, 235F, 235G, 259F, 261C, 261F, 261G, 261H, 261M, 261O, 261P

<b>English Language Arts</b>
<b>Unit 8: Creative Writing/Creative Drama</b>
<b>27. Use specific action and descriptive words when writing a story, description, or narration (e.g., stomped instead of walked and magnificent instead of big) for a specific purpose and/or audience. (ELA-2-E2)</b>
<b>Unit 2:</b> T61, T83
<b>Unit 3:</b> T149, T173, T187, T277
<b>Unit 5:</b> T37, T57, T59, T77, T239, T261, T276, T283, T303
<b>Unit 7:</b> 25G, 91E
<b>Unit 8:</b> 11F, 153E, 153F, 153G, 179H, 179I, 195H
<b>Unit 9:</b> 35E, 51E, 67H, 89F, 119E, 119F, 121B
<b>Unit 10:</b> 149F, 179I, 205E

<b>English Language Arts</b>
<b>Unit 8: Creative Writing/Creative Drama</b>
<b>29c. Independently write a variety of grade-appropriate compositions, including: Simple rhymes and poems. (ELA-2-E4)</b>
<b>Unit 1:</b> T175, T196, T277, T318
<b>Unit 2:</b> T56, T58, T152, T262, T287, T307
<b>Unit 3:</b> T70, T91, T134, T148, T153, T171, T173, T189, T191, T207, T245
<b>Unit 4:</b> T55, T72, T269
<b>Unit 5:</b> T167
<b>Unit 6:</b> T56, T72, T110, T159, T173, T186, T189
<b>Unit 7:</b> 23A, 25A, 25F, 25H, 43A, 45H, 63A, 65A, 65H, 81A, 83A, 83H, 89A, 95A
<b>Unit 8:</b> 107, 109A, 121A, 127A, 139, 151A, 177A, 193A, 195G, 195H, 195Q
<b>Unit 9:</b> 19, 33A, 37A, 50, 51A, 59, 81A, 87A, 117A, 121A, 133A
<b>Unit 10:</b> 144, 184, 230, 239, 259F

<b>English Language Arts</b>
<b>Unit 8: Creative Writing/Creative Drama</b>
<b>30. Use literary devices including dialogue and sensory details in shared writing activities. (ELA-2-E5)</b>
<b>Unit 3:</b> T149, T187
<b>Unit 8:</b> 121E
<b>Unit 9:</b> 121B

<b>English Language Arts</b>
<b>Unit 8: Creative Writing/Creative Drama</b>
<b>33a. Use standard English punctuation, including: Correctly writing common contractions such as <i>isn't</i>, <i>we'll</i>, and <i>I'd</i>. (ELA-3-E2)</b>
<b>Unit 2:</b> T330
<b>Unit 4:</b> T194
<b>Unit 5:</b> T89
<b>Unit 6:</b> T69, T166
<b>Unit 8:</b> 112, 120, 139, 140, 179F, 179G, 179H, 195G, 195H
<b>Unit 9:</b> 90A
<b>Unit 10:</b> 179F, 179G, 179H

<b>English Language Arts</b>
<b>Unit 8: Creative Writing/Creative Drama</b>
<b>33b. Use standard English punctuation, including: Periods, exclamation points, and question marks at the end of sentences. (ELA-3-E2)</b>
<b>Unit 1:</b> T161, T243, T261, T281
<b>Unit 2:</b> T155, T175, T193, T287, T292, T307, T312
<b>Unit 3:</b> T27, T62, T97, T143, T179, T187, T221, T249, T285
<b>Unit 4:</b> T137, T157, T175, T237, T255, T269
<b>Unit 5:</b> T75, T113, T315
<b>Unit 6:</b> T113, T185, T203, T207, T307
<b>Unit 7:</b> 45J
<b>Unit 8:</b> 111F, 123F, 153H, 179J, 195F, 195H, 195R
<b>Unit 9:</b> 67H
<b>Unit 10:</b> 205F, 235G, 261P

<b>English Language Arts</b>
<b>Unit 8: Creative Writing/Creative Drama</b>
<b>33c. Use standard English punctuation, including: Commas to separate words in a series. (ELA-3-E2)</b>
<b>Unit 6:</b> T40, T41, T60, T61, T76, T77, T232, T233, T252, T253, T274, T275



<b>English Language Arts</b>
<b>Unit 8: Creative Writing/Creative Drama</b>
<b>34. Capitalize the first word of a sentence, names of people, the pronoun <i>I</i>, and the names of months and days. (ELA-3-E2)</b>
<b>Unit 1:</b> T41, T59, T79, T243, T261, T281
<b>Unit 2:</b> T155, T175, T180, T287, T307
<b>Unit 3:</b> T27, T62, T97, T143, T179, T221, T249, T285
<b>Unit 4:</b> T37, T57, T77, T237, T255, T269
<b>Unit 5:</b> T75, T109, T113, T235, T315
<b>Unit 6:</b> T73, T113, T154, T207, T271, T291, T307
<b>Unit 7:</b> 25H, 45J, 65J, 91F, 99L
<b>Unit 8:</b> 123F, 153H, 179J, 195R
<b>Unit 10:</b> 157F, 235G, 261F, 261G, 261H, 261P

<b>English Language Arts</b>
<b>Unit 8: Creative Writing/Creative Drama</b>
<b>40a. Spell grade-appropriate words, including: One-syllable words and selected grade-appropriate two-syllable words with regular spellings for long- and short-vowel sounds. (ELA-3-E5)</b>
<b>Unit 1:</b> T185, T203, T243
<b>Unit 2:</b> T212, T262
<b>Unit 3:</b> T27
<b>Unit 4:</b> T109, T179, T207, T297
<b>Unit 5:</b> T113, T173, T193, T223, T313
<b>Unit 6:</b> T45, T65, T77, T81, T99, T113, T125, T145, T163, T177, T193, T207, T219, T307
<b>Unit 7:</b> 11HH, 25G, 25H, 43F, 45F, 45G, 45H, 45I, 45J, 65F, 65G, 65H, 65I, 65J, 81D, 153F
<b>Unit 8:</b> 101FF, 111E, 111F, 123E, 123F, 129F, 153E, 153F, 153G, 153H, 179F, 179G
<b>Unit 9:</b> 51C, 67H
<b>Unit 10:</b> 137FF, 149E, 149F, 157E, 157F, 179F, 179G, 179H, 179I, 179J, 197F, 197G

<b>English Language Arts</b>
<b>Unit 8: Creative Writing/Creative Drama</b>
<b>42a. Spell unfamiliar words using carious phonics strategies, including: Matching familiar words and word parts. (ELA-3-E5)</b>
<b>Unit 1:</b> T267, T289, T309
<b>Unit 2:</b> T28, T29, T47, T90, T91, T110, T111, T140, T141,T162, T163, T183, T200, T201, T222, T223, T252, T253, T272, T273, T314, T315, T332, T333
<b>Unit 3:</b> T27, T43, T62, T63, T79, T97, T123, T143, T157, T179, T195, T221, TT235, T249, T269, T285
<b>Unit 4:</b> T25, T42, T43, T62, T63, T81, T97, T121, T143, T161, T179, T196, T197, T220, T221, T241, T259, T273, T288, T289
<b>Unit 5:</b> T26, T27, T42, T43, T63, T81, T98, T99, T126, T127, T145, T161, T177, T192, T193, T222, T223, T244, T245, T266, T267, T287, T307
<b>Unit 6:</b> T26, T27, T45, T77, T81, T96, T97, T99, T120, T124, T125, T142, T143, T144, T145, T162, T163
<b>Unit 7:</b> 11HH, 11Z, 12B, 25E, 25F, 25G, 25H, 26L, 45F, 45G, 45H, 45I, 45J, 46L, 65F, 65G, 65H, 65I, 65J, 66L, 83F, 83G, 83H, 86B, 91E, 91F, 92L, 97F, 97G, 99C, 98B, 99F, 99K, 99L
<b>Unit 8:</b> 101X, 102B, 112B, 124L, 132B, 154L, 180L, 101FF, 111E, 111F, 123E, 123F, 129F, 153E, 153FG, 1653G, 153H, 179F, 179G, 179H, 179I, 179J, 195F, 195G, 195H, 195Q, 195R
<b>Unit 9:</b> 11X, 11FF, 12B, 35E, 35F, 35G, 35H, 36L, 37D, 37E, 38B, 38C, 53E, 53F, 53G, 54L, 67F, 67G, 67H, 70B, 83E, 83F, 84L, 89F, 90B, 119E, 119F, 119G, 119H, 120L, 121D, 122C, 122D, 135E, 135F, 135H, 135M, 135N
<b>Unit 10:</b> 137X, 137FF, 138B, 149E, 149F, 150B, 157E, 157F, 158L, 179F, 179G, 179H, 179I, 179J, 180L, 197F, 197G, 197H, 200B, 205E, 205F, 206L, 219F, 219G, 220B, 235E, 235F, 235G, 236L, 261F, 261G, 261H, 261J, 261O, 261P

<b>English Language Arts</b>
<b>Unit 8: Creative Writing/Creative Drama</b>
<b>42d. Spell unfamiliar words using carious phonics strategies, including: Using word walls and word banks. (ELA-3-E5)</b>
<b>Unit 1:</b> T267, T289, T309
<b>Unit 2:</b> T28, T29, T47, T90, T91, T110, T111, T140, T141,T162, T163, T183, T200, T201, T222, T223, T252, T253, T272, T273, T314, T315, T332, T333
<b>Unit 3:</b> T27, T43, T62, T63, T79, T97, T123, T143, T157, T179, T195, T221, TT235, T249, T269, T285
<b>Unit 4:</b> T25, T42, T43, T62, T63, T81, T97, T121, T143, T161, T179, T196, T197, T220, T221, T241, T259, T273, T288, T289
<b>Unit 5:</b> T26, T27, T42, T43, T63, T81, T98, T99, T126, T127, T145, T161, T177, T192, T193, T222, T223, T244, T245, T266, T267, T287, T307
<b>Unit 6:</b> T26, T27, T45, T77, T81, T96, T97, T99, T120, T124, T125, T142, T143, T144, T145, T162, T163
<b>Unit 7:</b> 11HH, 11Z, 12B, 25E, 25F, 25G, 25H, 26L, 45F, 45G, 45H, 45I, 45J, 46L, 65F, 65G, 65H, 65I, 65J, 66L, 83F, 83G, 83H, 86B, 91E, 91F, 92L, 97F, 97G, 99C, 98B, 99F, 99K, 99L
<b>Unit 8:</b> 101X, 102B, 112B, 124L, 132B, 154L, 180L, 101FF, 111E, 111F, 123E, 123F, 129F, 153E, 153FG, 1653G, 153H, 179F, 179G, 179H, 179I, 179J, 195F, 195G, 195H, 195Q, 195R
<b>Unit 9:</b> 11X, 11FF, 12B, 35E, 35F, 35G, 35H, 36L, 37D, 37E, 38B, 38C, 53E, 53F, 53G, 54L, 67F, 67G, 67H, 70B, 83E, 83F, 84L, 89F, 90B, 119E, 119F, 119G, 119H, 120L, 121D, 122C, 122D, 135E, 135F, 135H, 135M, 135N
<b>Unit 10:</b> 137X, 137FF, 138B, 149E, 149F, 150B, 157E, 157F, 158L, 179F, 179G, 179H, 179I, 179J, 180L, 197F, 197G, 197H, 200B, 205E, 205F, 206L, 219F, 219G, 220B, 235E, 235F, 235G, 236L, 261F, 261G, 261H, 261J, 261O, 261P

<b>English Language Arts</b>
<b>Unit 8: Creative Writing/Creative Drama</b>
<b>45. Speak clearly at a speed and volume appropriate for purpose and setting. (ELA-4-E1)</b>
<b>Unit 1:</b> T108, T156, T199  <b>Unit 2:</b> T212, T234, T247, T263, T284, T285, T297, T304  <b>Unit 3:</b> T54, T91, T150, T185, T189, T191, T243, T275  <b>Unit 4:</b> T75, T107, T176, T216, T235, T283, T284  <b>Unit 5:</b> T169, T189, T276  <b>Unit 6:</b> T58, T91, T93, T96, T107, T276  <b>Unit 7:</b> 12E, 25, 45, 45D, 45I, 65, 83, 86E, 91, 95F, 97  <b>Unit 8:</b> 111, 119D, 123, 129, 153, 179, 195, 195D, 195Q  <b>Unit 9:</b> 37, 37B, 38G, 51C, 51F, 53F, 81C, 89D, 90E, 120N, 122G, 135D  <b>Unit 10:</b> 150E, 158O, 179I, 180O, 195E, 200E, 206Q, 219D, 220G, 233F, 236O, 259F, 261D

<b>English Language Arts</b>
<b>Unit 8: Creative Writing/Creative Drama</b>
<b>50. Recite parts of familiar literature to the class. (ELA-4-E4)</b>
<b>Unit 1:</b> T24, T27, T39, T42, T45, T60, T62, T71, T80, T85, T98, T106, T108, T113, T124, T137, T142, T144, T153, T162, T177, T180, T181, T200, T202, T213, T224, T259, T265, T282, T321  <b>Unit 2:</b> T22, T40, T44, T62, T84, T104, T176, T194, T216, T218, T246, T291, T308  <b>Unit 3:</b> T120, T140, T192, T216, T254, T255  <b>Unit 4:</b> T22, T23, T139, T192, T193, T217, T237, T255, T265, T269, T283, T285, T297  <b>Unit 5:</b> T39, T175, T276, T284  <b>Unit 6:</b> T22, T79, T142, T191, T234, T235  <b>Unit 7:</b> 98D  <b>Unit 8:</b> 102, 106, 125, 177E  <b>Unit 9:</b> 37B, 92, 107, 121  <b>Unit 10:</b> 177E, 217E

<b>English Language Arts</b>
<b>Unit 8: Creative Writing/Creative Drama</b>
<b>52. Give oral presentations that have a recognizable organization (e.g., sequence, summary). (ELA-4-E4)</b>
<b>Unit 1:</b> T57, T139, T241  <b>Unit 2:</b> T101, T191, T213, T263, T265, T285, T287, T325  <b>Unit 3:</b> T91, T151, T171, T189, T261, T277  <b>Unit 4:</b> T91, T107, T235, T267  <b>Unit 5:</b> T75, T237, T291  <b>Unit 6:</b> T73, T75, T91  <b>Unit 7:</b> 95F, 99H  <b>Unit 8:</b> 109F, 179A  <b>Unit 9:</b> 33F, 65F  <b>Unit 10:</b> 147F, 155F, 177F, 195D, 219D, 233F, 235D, 261M

<b>English Language Arts</b>
<b>Unit 8: Creative Writing/Creative Drama</b>
<b>53. Use active listening strategies (e.g., making eye contact, asking questions, restating acquired information and procedures) to acquire information and understand procedures. (ELA-4-E5)</b>
<b>Unit 1:</b> T156, T210, T297, T303  <b>Unit 2:</b> T80, T114, T212, 215, T325, T337, T341  <b>Unit 3:</b> T182  <b>Unit 4:</b> T106, T191, T283  <b>Unit 5:</b> T57, T169, T237  <b>Unit 6:</b> T91, T93, T138, T196  <b>Unit 8:</b> 105  <b>Unit 9:</b> 35G, 83E

<b>English Language Arts</b>
<b>Unit 8: Creative Writing/Creative Drama</b>
<b>54. Listen and orally respond to information presented in a variety of media, such as audio and video recordings. (ELA-4-E6)</b>
<b>Unit 1:</b> T27, T144, T226, T264, T306  <b>Unit 2:</b> T32, T44, T62, T104, T107, T119, T122, T137, T190, T197, T248, T285, T291  <b>Unit 3:</b> T30, T59, T77, T95, T120, T128, T141, T193, T265, T266, T281  <b>Unit 4:</b> T22, T26, T33, T39, T45, T65, T79, T95, T119, T139, T147, T193, T271  <b>Unit 5:</b> T159  <b>Unit 6:</b> T43, T51, T79, T91, T97, T105, T107, T123, T131, T143, T161, T175, T191, T197, T235, T255, T277, T297, T302  <b>Unit 7:</b> 11AA, 12F, 25G, 26O, 26P, 46P, 66P, 81F, 86F, 91D, 92P, 98D, 99F, 99G  <b>Unit 8:</b> 101Y, 102E, 112F, 124O, 124, 132E, 132F, 154O, 154P, 180O, 180P, 193E  <b>Unit 9:</b> 11CC, 33A, 36, 37A, 38E, 38G, 51A, 54O, 70E, 84O, 90E, 135M  <b>Unit 10:</b> 137BB, 259E

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**correlation to**  
**Louisiana Comprehensive Curriculum Reading Essentials**  
**Grade 1**

**Unit 1: Phonics Review**

<b>Reading Essentials</b>
<b>Unit 1: Phonics Review</b>
<b>1a. Demonstrate understanding of phonemic awareness by: Creating and stating a series of rhyming words, including consonant blends. (ELA-1-E1)</b>
<b>Unit 1:</b> T141, T144, T161, T163, T173, T175, T179, T192, T199, T215, T224, T282, T318, T321  <b>Unit 2:</b> T68, T84, T147  <b>Unit 3:</b> T264  <b>Unit 4:</b> T61, T118, T237, T255, T269, T283, T297  <b>Unit 5:</b> T142, T191, T276  <b>Unit 6:</b> T62, T141, T159, T173, T189, T207, T277  <b>Unit 8:</b> 127B  <b>Unit 9:</b> 37, 120M  <b>Unit 10:</b> 180K, 261J

<b>Reading Essentials</b>
<b>Unit 1: Phonics Review</b>
<b>1b. Demonstrate understanding of phonemic awareness by: Distinguishing which words have the same target sound (i.e., beginning, medial, and final). (ELA-1-E1)</b>
<p><b>Unit 1:</b> T33, R42, T44, T46, R60, T61, T62, T64, T72, T80, T81, T84, T90, T98, T99, T101, T108, T124, T125, T128, T134, T142, T143, T146, T154, T162, T163, T164, T166, T172, T180, T182, T183, T184, T192, T201, T208, T224, T225, T226, T228, T244, T245, T247, T248, T262, T263, T264, T265, T274, T282, T283, T284, T289, T294, T304, T305, T306, T309, T316</p> <p><b>Unit 2:</b> T22, T23, T24, T25, T26, T28, T29, T40, T41, T44, T45, T47, T62, T63, T64, T65, T66, T69, T84, T85, T86, T88, T91, T104, T105, T106, T107, T108, T111, T135, T138, T139, T140, T141, T157, T158, T159, T160, T161, T163, T168, T177, T178, T179, T180, T183, T187, T194, T195, T196, T197, T201, T208, T216, T217, T219, T220, T223, T230, T246, T247, T248, T249, T250, T251, T253, T258, T266, T268, T272, T273, T280, T288, T289, T292, T295, T300, T308, T309, T310, T311, T312, T314, T315, T326, T327, T328, T329, T333</p> <p><b>Unit 3:</b> T22, T23, T24, T25, T26, T27, T38, T39, T40, T58, T59, T60, T62, T63, T76, T77, T79, T94, T95, T96, T97, T120, T121, T122, T123, T132, T140, T141, T143, T155, T156, T157, T164, T174, T175, T176, T179, T184, T192, T193, T195, T200, T216, T217, T218, T221, T232, T233, T234, T235, T239, T246, T247, T249, T256, T264, T265, T266, T267, T269, T273, T280, T282, T285</p> <p><b>Unit 4:</b> T22, T23, T25, T39, T40, T42, T43, T58, T59, T60, T63, T78, T79, T80, T81, T94, T95, T96, T97, T118, T119, T121, T138, T140, T141, T143, T159, T161, T177, T179, T194, T196, T197, T218, T221, T239, T240, T241, T257, T259, T271, T272, T273, T285, T286, T289</p> <p><b>Unit 5:</b> T22, T24, T27, T38, T42, T43, T60, T61, T63, T79, T81, T94, T95, T124, T126, T127, T143, T145, T158, T159, T161, T174, T175, T177, T190, T191, T192, T218, T219, T223, T240, T241, T242, T245, T263, T267, T285, T287, T304, T305, T307</p> <p><b>Unit 6:</b> T23, T24, T27, T42, T43, T45, T52, T54, T63, T65, T79, T80, T81, T96, T97, T190, T99, T123, T124, T125, T143, T145, T161, T162, T163, T177, T190, T191, T193, T216, T218, T219, T235, T236, T237, T254, T255, T257, T277, T279, T297, T299</p> <p><b>Unit 7:</b> 11HH, 12A, 12B, 25E, 25F, 25F, 25H, 26K, 45F, 45H, 46K-46L, 65F, 66K, 83G, 83H, 86A, 86B, 92K, 99C, 99F</p> <p><b>Unit 8:</b> 101W, 101FF, 102A, 102B, 111E, 111F, 112A, 112B, 123E, 123F, 124K, 124L, 129F, 132A, 153E, 153F, 153G, 153H, 179F, 179G, 179H, 179I, 179J, 180K, 195F, 195G, 195H, 195I, 195G, 195R</p> <p><b>Unit 9:</b> 11W, 11FF, 12A, 35E, 35F, 35G, 35H, 36K, 37E, 38A, 54K, 70A, 84K, 90A, 119E, 119F, 120K, 121, 122A, 135G</p> <p><b>Unit 10:</b> 137W, 137FF, 138A, 149E, 149F, 150A, 158K, 179H, 180K, 197F, 197G, 197H, 206K, 219F, 219G, 220A, 236K, 261I</p>

<b>Reading Essentials</b>
<b>Unit 1: Phonics Review</b>
<b>1d. Demonstrate understanding of phonemic awareness by: Segmenting single-syllable real and nonsense words with as many as five sounds (phonemes) into separate sounds (phonemes) and blending as many as five sounds (phonemes) into single-syllable real or nonsense words without looking at the word or letter in print. (ELA-1-E1)</b>
<b>Unit 1:</b> T102, T125, T148, T162, T163, T183, T186, T192, T225, T245, T250, T262, T266, T268, T283, T286, T289, T290, T305, T307, T308, T309, T310
<b>Unit 2:</b> T23, T24, T26, T42, T45, T47, T63, T64, T66, T67, T68, T84, T85, T86, T88, T105, T106, T108, T135, T138, T139, T157, T160, T177, T180, T181, T196, T198, T199, T216, T220, T247, T249, T250, T267, T270, T289, T292, T293, T309, T312, T327, T330
<b>Unit 3:</b> T24, T28, T29, T40, T44, T45, T60, T64, T65, T77, T80, T96, T98, T122, T123, T124, T125, T126, T141, T144, T145, T158, T176, T180, T181, T193, T196, T218, T222, T223, T234, T236, T247, T250, T267, T270, T271, T282, T286, T287, T288
<b>Unit 4:</b> T23, T24, T25, T26, T28, T29, T40, T44, T60, T64, T80, T82, T96, T98, T118, T119, T121, T122, T141, T144, T145, T158, T159, T162, T163, T177, T194, T196, T198, T199, T218, T222, T223, T239, T240, T242, T257, T272, T274, T286, T290, T291
<b>Unit 5:</b> T23, T24, T28, T29, T39, T40, T44, T45, T61, T64, T79, T94, T95, T96, T100, T101, T123, T124, T128, T129, T143, T144, T158, T159, T160, T161, T162, T163, T175, T176, T177, T178, T190, T191, T194, T219, T220, T224, T225, T241, T242, T246, T263, T264, T268, T269, T285, T288, T289, T305, T308
<b>Unit 6:</b> T24, T28, T29, T30, T31, T32, T43, T46, T63, T79, T80, T82, T97, T100, T123, T143, T144, T146, T147, T161, T175, T178, T191, T192, T218, T235, T236, T238, T239, T255, T258, T259, T260, T277, T278, T280, T297, T300
<b>Unit 7:</b> 11Y, 12A, 26K, 46K, 66K, 86A, 92K, 98A, 99E
<b>Unit 8:</b> 101W, 102A, 112A, 124K, 132A, 154K, 180K, 195I
<b>Unit 9:</b> 11W, 12A, 36K, 38A, 54K, 70A, 84K, 90A, 120K, 122A, 135G
<b>Unit 10:</b> 137W, 138A, 150A, 158K, 180K, 200, 200A, 206K, 220A, 236K, 261I

<b>Reading Essentials</b>
<b>Unit 1: Phonics Review</b>
<b>1e. Demonstrate understanding of phonemic awareness by: Adding, deleting, or substituting sounds (phonemes) to create new words. (ELA-1-E1)</b>
<b>Unit 1:</b> T64, T84, T128, T144, T166, T180, T182, T201, T208, T224, T225, T244, T245, T263, T282, T289, T304, T307, T309
<b>Unit 2:</b> T22, T40, T62, T63, T84, T90, T104, T105, T134, T135, T156, T157, T176, T177, T194, T195, T196, T198, T216, T217, T220, T246, T247, T249, T266, T267, T268, T288, T308, T309, T326, T327
<b>Unit 3:</b> T22, T94, T174, T192, T246, T264
<b>Unit 4:</b> T192
<b>Unit 5:</b> T22, T94, T142, T143, T304
<b>Unit 6:</b> T190, T254
<b>Unit 7:</b> 99F
<b>Unit 8:</b> 124L

<b>Reading Essentials</b>
<b>Unit 1: Phonics Review</b>
<b>2a. Demonstrate understanding of phonics by: Decoding simple words using word-attack strategies including letter-sound correspondence for consonants spelled with one letter and with digraphs, short and long vowels spelled with one letter, diphthongs, consonant blends, r-controlled vowels, and long vowels spelled with more than one letter, including silent e. (ELA-1-E1)</b>
<b>Unit 1:</b> T28, T29, T30, T45, T46, T62, T63, T82, T83, T98, T100, T101, T128, T145, T146, T165, T166, T183, T184, T209, T226, T266, T278, T284, T306  <b>Unit 2:</b> T22, T25, T40, T43, T47, T65, T68, T85, T87, T88, T107, T110, T137, T140, T141, T151, T157, T159, T162, T163, T179, T182, T194, T197, T200, T201, T218, T219, T222, T223, T246, T248, T252, T253, T261, T269, T270, T272, T273, T288, T290, T294, T295, T310, T311, T313, T314, T315, T326, T329, T332, T333  <b>Unit 3:</b> T22, T23, T39, T58, T59, T62, T76, T77, T95, T120, T121, T140, T154, T155, T175, T192, T216, T217, T232, T233, T246, T247, T265, T266, T280, T281  <b>Unit 4:</b> T39, T59, T78, T79, T95, T118, T138, T139, T140, T158, T176, T192, T193, T216, T217, T239, T240, T256, T257, T270, T271, T284, T285  <b>Unit 5:</b> T22, T23, T38, T39, T61, T78, T94, T95, T122, T123, T124, T125, T142, T144, T158, T159, T160, T174, T175, T176, T177, T190, T191, T192, T218, T219, T240, T241, T242, T262, T263, T265, T284, T285, T286, 306  <b>Unit 6:</b> T23, T25, T42-T44, T62, T63, T64, T78, T79, T80, T97, T98, T122, T142, T143, T144, T160, T174, T175, T176, T190, T191, T192, T216, T235, T254, T255, T256, T277, T278, T296, T298  <b>Unit 7:</b> 11Y, 11Z, 12A, 12B, 12E, 25E, 25F, 25G, 26K, 26L, 26O, 45F, 45G, 45H, 45I, 46K, 46L, 46O, 65F, 65G, 65H, 65I, 66K, 66L, 66O, 83F, 83G, 83H, 86A, 86B, 86E, 91E, 92K, 92L, 92O, 97F, 97G, 98A, 98B, 99C, 99E, 99F, 99K  <b>Unit 8:</b> 101W, 101X, 102A, 102B, 102E, 111E, 111F, 112A, 112B, 112E, 123E, 124K, 124L, 124O, 129F, 132A, 132B, 132E, 153E, 153F, 153G, 154K, 154L, 154O, 179F, 179G, 179H, 179I, 180K, 180L, 180O, 195F, 195G, 195H, 195J, 195Q  <b>Unit 9:</b> 11W, 11X, 12A, 12B, 12D, 12E, 35E, 35F, 35G, 36K, 36L, 36N, 37E, 38A, 38F, 38G, 53E, 53F, 54K, 54L, 54N, 54O, 67F, 67G, 67H, 70A, 70B, 70D, 70E, 83E, 84K, 84L, 84N, 84O, 89E, 90A, 90B, 90D, 90E, 119E, 119F, 119G, 120K, 120L, 120N, 121D, 122A, 122B, 122C, 122D, 122F, 122G, 135E, 135F, 135G, 135H, 135M  <b>Unit 10:</b> 137W, 137X, 137FF, 138A, 138B, 138E, 149E, 149F, 150A, 150B, 150D, 150E, 152, 157E, 157F, 158K, 158L, 158N, 158O, 179F, 179G, 179H, 179I, 180K, 180L, 180N, 197F, 197G, 197H, 200A, 200B, 200D, 200E, 205E, 205F, 206K, 206L, 206P, 206Q, 219F, 219G, 220A, 220B, 220F, 220G, 235E, 235F, 235G, 236K, 236L, 236N, 236O, 261F, 261G, 261H, 261I, 261O, 261P

<b>Reading Essentials</b>
<b>Unit 1: Phonics Review</b>
<b>2c. Demonstrate understanding of phonics by: Identifying and reading words from common word families. (ELA-1-E1)</b>
<b>Unit 1:</b> T141, T144, T161, T163, T173, T175, T179, T192, T199, T215, T224, T282, T315, T321  <b>Unit 2:</b> T22, T28, T41, T45, T62, T66, T84, T147, T246  <b>Unit 3:</b> T61, T192, T246, T264  <b>Unit 4:</b> T11, T237, T255, T269, T283, T297  <b>Unit 5:</b> T60, T142, T190, T240, T242, T276, T304  <b>Unit 6:</b> T24, T79, T141, T173, T189, T190, T207, T296  <b>Unit 8:</b> 109A, 123E, 125, 127  <b>Unit 9:</b> 35G, 37, 53E, 53F, 53G, 120M, 121  <b>Unit 10:</b> 177E, 261J



<b>Reading Essentials</b>
<b>Unit 1: Phonics Review</b>
<b>2e. Demonstrate understanding of phonics by: Reading high-frequency, grade-appropriate nonphonetic words with automaticity). (ELA-1-E1)</b>
<b>Unit 1:</b> T66, T67, T89, T102, T103, T107, T133, T147, T148, T149, T153, T171, T185, T186, T187, T191, T207, T233, T250, T251, T253, T273, T290, T293, T310, T315
<b>Unit 2:</b> T44, T53, T70, T71, T75, T78, T92, T93, T95, T112, T113, T115, T143, T147, T165, T167, T185, T203, T207, T224, T225, T229, T255, T257, T275, T279, T296, T297, T299, T316, T317, T319, T334, T335
<b>Unit 3:</b> T22, T28, T29, T44, T45, T49, T64, T80, T83, T96, T101, T124, T125, T126, T131, T158, T163, T180, T181, T183, T196, T199, T225, T236, T239, T250, T255, T267, T270, T271, T286, T287
<b>Unit 4:</b> T22, T26, T28, T29, T38, T49, T67, T85, T94, T98, T101, T122, T127, T145, T147, T162, T163, T165, T181, T198, T223, T227, T242, T245, T274
<b>Unit 5:</b> T24, T26, T29, T49, T623, T64, T67, T83, T100, T103, T129, T133, T149, T162, T165, T179, T181, T190, T199, T229, T251, T264, T273, T293
<b>Unit 6:</b> T24, T46, T62, T64, T82, T96, T103, T126, T127, T131, T146, T147, T161, T162, T163, T178, T179
<b>Unit 7:</b> 66, 99F
<b>Unit 8:</b> 101X, 102B, 136, 154K, 195L
<b>Unit 9:</b> 12E, 36K, 54P, 84O, 122G, 135H
<b>Unit 10:</b> 138F, 141, 150B, 150E, 166, 170, 174, 189, 206N, 220D, 261J

<b>Reading Essentials</b>
<b>Unit 1: Phonics Review</b>
<b>3. Use pictures and context clues to confirm meaning of unfamiliar words. (ELA-1-E1)</b>
<b>Unit 1:</b> T54, T191, T195, T233, T243, T261, T273, T281, T303, T323
<b>Unit 2:</b> T118, T151, T233, T319
<b>Unit 3:</b> T135
<b>Unit 4:</b> T70, T247, T263
<b>Unit 5:</b> T37, T73, T83, T93, T103, T113, T141, T150, T157, T165, T173, T181, T189, T209, T251, T273
<b>Unit 6:</b> T51, T85, T103, T131, T149, T165, T181, T197, T223, T243, T249, T253, T275, T285, T295
<b>Unit 7:</b> 66O, 87G
<b>Unit 8:</b> 102D, 124N, 151C, 155, 161
<b>Unit 9:</b> 13, 17, 19, 21, 23, 25, 29, 33C, 37E, 40, 53E, 53F, 75, 85, 123, 133C
<b>Unit 10:</b> 155C, 172, 210, 224, 230, 258

<b>Reading Essentials</b>
<b>Unit 1: Phonics Review</b>
<b>18. Demonstrate oral reading fluency of at least 40 words per minute in first-grade text with appropriate phrasing and intonation. (ELA-1-E7)</b>
<b>Unit 2:</b> T54, T117, T147, T151, T167, T171, T257, T259, T299, T303
<b>Unit 3:</b> T45, T49, T66, T100, T146, T165, T182, T198, T200, T224, T238, T257, T270, T272, T286, T289
<b>Unit 4:</b> T127, T130, T145, T147, T148, T150, T153, T165, T166, T168, T181, T184, T199, T201, T278, T292
<b>Unit 5:</b> T50, T52, T70, T178, T179, T194, T224, T225, T232, T246, T268, T277, T288
<b>Unit 6:</b> T39, T51, T52, T53, T54, T55, T57, T67, T68, T69, T70, T71, T73, T82, T84, T85, T86, T87, T88, T89, T100, T101, T103, T104, T105, T106, T107, T109, T127, T130, T131, T132, T133, T134, T135, T137, T146, T149, T150, T151, T152, T153, T155, T165, T165, T167, T169, T181, T182, T183, T185, T197, T198, T199, T200, T201, T203, T223, T224, T225, T226, T227, T229, T243, T244, T245, T246, T247, T249, T258, T265, T266, T267, T268, T269, T271, T280, T287, T285, T286, T288, T289, T291, T302
<b>Unit 7:</b> 12F, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 23C, 24, 26O, 26, 27, 28, 29, 30, 31, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 43C, 44, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63C, 64, 66, 66O, 66P, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 86, 89, 89C, 90, 92M, 92, 93, 94, 95A, 95B, 95C, 94, 96, 98
<b>Unit 8:</b> 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121C, 122, 124, 126, 128, 132E, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 154O, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 177C, 178, 180O, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193C, 194
<b>Unit 9:</b> 12E, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 33C, 38G, 38H, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 51C, 51E, 54O, 54P, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65C, 70E, 70F, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 81E, 84O, 84P, 84, 85, 86, 7, 90E, 90F, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 117C, 122G, 122H, 122, 123, 124, 125, 126, 127, 128, 130, 131, 133C, 135I
<b>Unit 10:</b> 138F, 150E, 158O, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 180O, 200E, 206Q, 214, 217E, 220G, 236O, 237, 238, 246, 247, 256, 261K

<b>Reading Essentials</b>
<b>Unit 1: Phonics Review</b>
<b>32. Write a legible sentence demonstrating proper figure grounding on a line and appropriate spacing between words. (ELA-3-E1)</b>
<b>Unit 1:</b> T28, T29, T30, T31, T33, T45, T46, T62, T63, T83, T100, T101, T115, T126, T127, T129, T145, T146, T165, T166, T183, T184, T185, T203, T215, T248, T249, T266, T267, T323
<b>Unit 2:</b> T89, T125, T221, T237, T307, T341
<b>Unit 3:</b> T111, T171, T207, T260, T284, T295
<b>Unit 4:</b> T61, T109, T160, T207, T297
<b>Unit 5:</b> T97, T113, T173, T209, T283, T315
<b>Unit 6:</b> T113, T207, T307
<b>Unit 7:</b> 25H, 45J, 65J, 91F, 99L
<b>Unit 8:</b> 123F, 153H, 179J, 195R
<b>Unit 9:</b> 35H, 53G, 83F, 119H, 135N
<b>Unit 10:</b> 157F, 179J, 205F, 235G, 261P

<b>Reading Essentials</b>
<b>Unit 1: Phonics Review</b>
<b>33b. Use standard English punctuation, including: Periods, exclamation points, and question marks at the end of sentences. (ELA-3-E2)</b>
<b>Unit 1:</b> T161, T243, T261, T281  <b>Unit 2:</b> T155, T175, T193, T287, T292, T307, T312  <b>Unit 3:</b> T27, T62, T97, T143, T179, T187, T221, T249, T285  <b>Unit 4:</b> T137, T157, T175, T237, T255, T269  <b>Unit 5:</b> T75, T113, T315  <b>Unit 6:</b> T113, T185, T203, T207, T307  <b>Unit 7:</b> 45J  <b>Unit 8:</b> 111F, 123F, 153H, 179J, 195F, 195H, 195R  <b>Unit 9:</b> 67H  <b>Unit 10:</b> 205F, 235G, 261P

<b>Reading Essentials</b>
<b>Unit 1: Phonics Review</b>
<b>34. Capitalize the first word of a sentence, names of people, the pronoun <i>I</i>, and the names of months and days. (ELA-3-E2)</b>
<b>Unit 1:</b> T41, T59, T79, T243, T261, T281  <b>Unit 2:</b> T155, T175, T180, T287, T307  <b>Unit 3:</b> T27, T62, T97, T143, T179, T221, T249, T285  <b>Unit 4:</b> T37, T57, T77, T237, T255, T269  <b>Unit 5:</b> T75, T109, T113, T235, T315  <b>Unit 6:</b> T73, T113, T154, T207, T271, T291, T307  <b>Unit 7:</b> 25H, 45J, 65J, 91F, 99L  <b>Unit 8:</b> 123F, 153H, 179J, 195R  <b>Unit 10:</b> 157F, 235G, 261F, 261G, 261H, 261P

<b>Reading Essentials</b>
<b>Unit 1: Phonics Review</b>
<b>37. Distinguish between a complete and an incomplete sentence. (ELA-3-E3)</b>
<b>Unit 1:</b> T88, T89, T99, T243, T261, T281  <b>Unit 2:</b> T175, T193, T263, T285  <b>Unit 3:</b> T191  <b>Unit 4:</b> T80, T297  <b>Unit 5:</b> T30, T57, T75, T189, T315  <b>Unit 7:</b> 26O, 45I, 45J, 65H, 65J, 66O, 86E, 91F, 99L  <b>Unit 8:</b> 129F, 153E, 153F, 153H, 195H, 195Q, 195R  <b>Unit 9:</b> 53F, 67F, 67G, 67H, 117D, 121B  <b>Unit 10:</b> 137FF, 149E, 149F, 149G, 157F, 179I, 200A

<b>Reading Essentials</b>
<b>Unit 1: Phonics Review</b>
<b>39b. Identify and use knowledge of parts of speech, including: Basic singular and plural nouns, pronouns, and verbs. (ELA-3-E4)</b>
<b>Unit 4:</b> T207  <b>Unit 5:</b> T315  <b>Unit 6:</b> T113  <b>Unit 7:</b> 23B, 43B, 45J, 63B, 65J, 81B, 89B, 91F, 99L  <b>Unit 8:</b> 121B, 129F, 151B, 153E, 153F, 153H, 177B, 179J, 193B, 195R  <b>Unit 10:</b> 157F, 200A, 261P

<b>Reading Essentials</b>
<b>Unit 1: Phonics Review</b>
<b>40a. Spell grade-appropriate words, including: One-syllable words and selected grade-appropriate two-syllable words with regular spellings for long- and short-vowel sounds. (ELA-3-E5)</b>
<b>Unit 1:</b> T185, T203, T243  <b>Unit 2:</b> T212, T262  <b>Unit 3:</b> T27  <b>Unit 4:</b> T109, T179, T207, T297  <b>Unit 5:</b> T113, T173, T193, T223, T313  <b>Unit 6:</b> T45, T65, T77, T81, T99, T113, T125, T145, T163, T177, T193, T207, T219, T307  <b>Unit 7:</b> 11HH, 25G, 25H, 43F, 45F, 45G, 45H, 45I, 45J, 65F, 65G, 65H, 65I, 65J, 81D, 153F  <b>Unit 8:</b> 101FF, 111E, 111F, 123E, 123F, 129F, 153E, 153F, 153G, 153H, 179F, 179G  <b>Unit 9:</b> 51C, 67H  <b>Unit 10:</b> 137FF, 149E, 149F, 157E, 157F, 179F, 179G, 179H, 179I, 179J, 197F, 197G

<b>Reading Essentials</b>
<b>Unit 1: Phonics Review</b>
<b>40b. Spell grade-appropriate words, including: High-frequency, grade-level words including words with irregular spelling, such as <i>was</i>, <i>were</i>, <i>says</i>, <i>who</i>, <i>what</i>, and <i>why</i>. (ELA-3-E5)</b>
<b>Unit 1:</b> T185, T203, T243  <b>Unit 2:</b> T212, T262  <b>Unit 3:</b> T27  <b>Unit 4:</b> T109, T179, T207, T297  <b>Unit 5:</b> T113, T173, T193, T223, T313  <b>Unit 6:</b> T45, T65, T77, T81, T99, T113, T125, T145, T163, T177, T193, T207, T219, T307  <b>Unit 7:</b> 11HH, 25G, 25H, 43F, 45F, 45G, 45H, 45I, 45J, 65F, 65G, 65H, 65I, 65J, 81D, 153F  <b>Unit 8:</b> 101FF, 111E, 111F, 123E, 123F, 129F, 153E, 153F, 153G, 153H, 179F, 179G  <b>Unit 9:</b> 51C, 67H  <b>Unit 10:</b> 137FF, 149E, 149F, 157E, 157F, 179F, 179G, 179H, 179I, 179J, 197F, 197G

<b>Reading Essentials</b>
<b>Unit 1: Phonics Review</b>
<b>42a. Spell unfamiliar words using carious phonics strategies, including: Segmenting. (ELA-3-E5)</b>
<p><b>Unit 1:</b> T267, T289, T309</p> <p><b>Unit 2:</b> T28, T29, T47, T90, T91, T110, T111, T140, T141,T162, T163, T183, T200, T201, T222, T223, T252, T253, T272, T273, T314, T315, T332, T333</p> <p><b>Unit 3:</b> T27, T43, T62, T63, T79, T97, T123, T143, T157, T179, T195, T221, TT235, T249, T269, T285</p> <p><b>Unit 4:</b> T25, T42, T43, T62, T63, T81, T97, T121, T143, T161, T179, T196, T197, T220, T221, T241, T259, T273, T288, T289</p> <p><b>Unit 5:</b> T26, T27, T42, T43, T63, T81, T98, T99, T126, T127, T145, T161, T177, T192, T193, T222, T223, T244, T245, T266, T267, T287, T307</p> <p><b>Unit 6:</b> T26, T27, T45, T77, T81, T96, T97, T99, T120, T124, T125, T142, T143, T144, T145, T162, T163</p> <p><b>Unit 7:</b> 11HH, 11Z, 12B, 25E, 25F, 25G, 25H, 26L, 45F, 45G, 45H, 45I, 45J, 46L, 65F, 65G, 65H, 65I, 65J, 66L, 83F, 83G, 83H, 86B, 91E, 91F, 92L, 97F, 97G, 99C, 98B, 99F, 99K, 99L</p> <p><b>Unit 8:</b> 101X, 102B, 112B, 124L, 132B, 154L, 180L, 101FF, 111E, 111F, 123E, 123F, 129F, 153E, 153FG, 1653G, 153H, 179F, 179G, 179H, 179I, 179J, 195F, 195G, 195H, 195Q, 195R</p> <p><b>Unit 9:</b> 11X, 11FF, 12B, 35E, 35F, 35G, 35H, 36L, 37D, 37E, 38B, 38C, 53E, 53F, 53G, 54L, 67F, 67G, 67H, 70B, 83E, 83F, 84L, 89F, 90B, 119E, 119F, 119G, 119H, 120L, 121D, 122C, 122D, 135E, 135F, 135H, 135M, 135N</p> <p><b>Unit 10:</b> 137X, 137FF, 138B, 149E, 149F, 150B, 157E, 157F, 158L, 179F, 179G, 179H, 179I, 179J, 180L, 197F, 197G, 197H, 200B, 205E, 205F, 206L, 219F, 219G, 220B, 235E, 235F, 235G, 236L, 261F, 261G, 261H, 261J, 261O, 261P</p>

<b>Reading Essentials</b>
<b>Unit 1: Phonics Review</b>
<b>42b. Spell unfamiliar words using carious phonics strategies, including: Sounding out. (ELA-3-E5)</b>
<p><b>Unit 1:</b> T267, T289, T309</p> <p><b>Unit 2:</b> T28, T29, T47, T90, T91, T110, T111, T140, T141,T162, T163, T183, T200, T201, T222, T223, T252, T253, T272, T273, T314, T315, T332, T333</p> <p><b>Unit 3:</b> T27, T43, T62, T63, T79, T97, T123, T143, T157, T179, T195, T221, TT235, T249, T269, T285</p> <p><b>Unit 4:</b> T25, T42, T43, T62, T63, T81, T97, T121, T143, T161, T179, T196, T197, T220, T221, T241, T259, T273, T288, T289</p> <p><b>Unit 5:</b> T26, T27, T42, T43, T63, T81, T98, T99, T126, T127, T145, T161, T177, T192, T193, T222, T223, T244, T245, T266, T267, T287, T307</p> <p><b>Unit 6:</b> T26, T27, T45, T77, T81, T96, T97, T99, T120, T124, T125, T142, T143, T144, T145, T162, T163</p> <p><b>Unit 7:</b> 11HH, 11Z, 12B, 25E, 25F, 25G, 25H, 26L, 45F, 45G, 45H, 45I, 45J, 46L, 65F, 65G, 65H, 65I, 65J, 66L, 83F, 83G, 83H, 86B, 91E, 91F, 92L, 97F, 97G, 99C, 98B, 99F, 99K, 99L</p> <p><b>Unit 8:</b> 101X, 102B, 112B, 124L, 132B, 154L, 180L, 101FF, 111E, 111F, 123E, 123F, 129F, 153E, 153FG, 1653G, 153H, 179F, 179G, 179H, 179I, 179J, 195F, 195G, 195H, 195Q, 195R</p> <p><b>Unit 9:</b> 11X, 11FF, 12B, 35E, 35F, 35G, 35H, 36L, 37D, 37E, 38B, 38C, 53E, 53F, 53G, 54L, 67F, 67G, 67H, 70B, 83E, 83F, 84L, 89F, 90B, 119E, 119F, 119G, 119H, 120L, 121D, 122C, 122D, 135E, 135F, 135H, 135M, 135N</p> <p><b>Unit 10:</b> 137X, 137FF, 138B, 149E, 149F, 150B, 157E, 157F, 158L, 179F, 179G, 179H, 179I, 179J, 180L, 197F, 197G, 197H, 200B, 205E, 205F, 206L, 219F, 219G, 220B, 235E, 235F, 235G, 236L, 261F, 261G, 261H, 261J, 261O, 261P</p>

<b>Reading Essentials</b>
<b>Unit 1: Phonics Review</b>
<b>42c. Spell unfamiliar words using various phonics strategies, including: Using word walls and word banks. (ELA-3-E5)</b>
<p><b>Unit 1:</b> T267, T289, T309</p> <p><b>Unit 2:</b> T28, T29, T47, T90, T91, T110, T111, T140, T141, T162, T163, T183, T200, T201, T222, T223, T252, T253, T272, T273, T314, T315, T332, T333</p> <p><b>Unit 3:</b> T27, T43, T62, T63, T79, T97, T123, T143, T157, T179, T195, T221, T235, T249, T269, T285</p> <p><b>Unit 4:</b> T25, T42, T43, T62, T63, T81, T97, T121, T143, T161, T179, T196, T197, T220, T221, T241, T259, T273, T288, T289</p> <p><b>Unit 5:</b> T26, T27, T42, T43, T63, T81, T98, T99, T126, T127, T145, T161, T177, T192, T193, T222, T223, T244, T245, T266, T267, T287, T307</p> <p><b>Unit 6:</b> T26, T27, T45, T77, T81, T96, T97, T99, T120, T124, T125, T142, T143, T144, T145, T162, T163</p> <p><b>Unit 7:</b> 11HH, 11Z, 12B, 25E, 25F, 25G, 25H, 26L, 45F, 45G, 45H, 45I, 45J, 46L, 65F, 65G, 65H, 65I, 65J, 66L, 83F, 83G, 83H, 86B, 91E, 91F, 92L, 97F, 97G, 99C, 98B, 99F, 99K, 99L</p> <p><b>Unit 8:</b> 101X, 102B, 112B, 124L, 132B, 154L, 180L, 101FF, 111E, 111F, 123E, 123F, 129F, 153E, 153FG, 1653G, 153H, 179F, 179G, 179H, 179I, 179J, 195F, 195G, 195H, 195Q, 195R</p> <p><b>Unit 9:</b> 11X, 11FF, 12B, 35E, 35F, 35G, 35H, 36L, 37D, 37E, 38B, 38C, 53E, 53F, 53G, 54L, 67F, 67G, 67H, 70B, 83E, 83F, 84L, 89F, 90B, 119E, 119F, 119G, 119H, 120L, 121D, 122C, 122D, 135E, 135F, 135H, 135M, 135N</p> <p><b>Unit 10:</b> 137X, 137FF, 138B, 149E, 149F, 150B, 157E, 157F, 158L, 179F, 179G, 179H, 179I, 179J, 180L, 197F, 197G, 197H, 200B, 205E, 205F, 206L, 219F, 219G, 220B, 235E, 235F, 235G, 236L, 261F, 261G, 261H, 261J, 261O, 261P</p>

<b>Reading Essentials</b>
<b>Unit 1: Phonics Review</b>
<b>45. Speak clearly at a speed and volume appropriate for purpose and setting. (ELA-4-E1)</b>
<p><b>Unit 1:</b> T108, T156, T199</p> <p><b>Unit 2:</b> T212, T234, T247, T263, T284, T285, T297, T304</p> <p><b>Unit 3:</b> T54, T91, T150, T185, T189, T191, T243, T275</p> <p><b>Unit 4:</b> T75, T107, T176, T216, T235, T283, T284</p> <p><b>Unit 5:</b> T169, T189, T276</p> <p><b>Unit 6:</b> T58, T91, T93, T96, T107, T276</p> <p><b>Unit 7:</b> 12E, 25, 45, 45D, 45I, 65, 83, 86E, 91, 95F, 97</p> <p><b>Unit 8:</b> 111, 119D, 123, 129, 153, 179, 195, 195D, 195Q</p> <p><b>Unit 9:</b> 37, 37B, 38G, 51C, 51F, 53F, 81C, 89D, 90E, 120N, 122G, 135D</p> <p><b>Unit 10:</b> 150E, 158O, 179I, 180O, 195E, 200E, 206Q, 219D, 220G, 233F, 236O, 259F, 261D</p>

<b>Reading Essentials</b>
<b>Unit 1: Phonics Review</b>
<b>46. Follow classroom procedures (e.g., organizing materials) according to teacher directions. (ELA-4-E2)</b>
<b>Unit 1:</b> T38, T54, T67, T74, T92, T94, T110, T136, T156, T174, T194, T210, T238, T256, T276, T298, T318
<b>Unit 2:</b> T35, T39, T56, T61, T78, T80, T81, T98, T100, T103, T120, T150, T153, T170, T173, T188, T210, T215, T232, T234, T260, T282, T302, T320, T325, T336, T338
<b>Unit 3:</b> T33, T52, T53, T54, T55, T69, T70, T71, T85, T88, T89, T93, T103, T106, T107, T111, T133, T134, T148, T149, T150, T165, T167, T168, T169, T171, T173, T185, T186, T187, T189, T191, T201, T202, T203, T207, T226, T229, T240, T241, T257, T258, T259, T274, T275, T290, T292, T293
<b>Unit 4:</b> T33, T37, T51, T52, T55, T57, T69, T71, T72, T73, T75, T87, T88, T89, T93, T103, T104, T105, T109, T132, T133, T134, T152, T155, T170, T171, T173, T186, T187, T191, T202, T204, T232, T233, T235, T250, T251, T264, T265, T267, T283, T292, T294
<b>Unit 5:</b> T33, T54, T72, T88, T108, T136, T152, T153, T154, T155, T164, T168, T169, T184, T185, T204, T205, T207, T234, T235, T256, T258, T278, T281, T298, T299, T300, T301, T303, T310, T312
<b>Unit 6:</b> T37, T56, T72, T73, T90, T108, T136, T137, T138, T154, T168, T170, T184, T202, T205, T228, T229, T248, T249, T253, T270, T273, T290, T291, T292, T302, T304, T305
<b>Unit 7:</b> 99G
<b>Unit 8:</b> 109D, 109E, 193E, 195
<b>Unit 9:</b> 11CC, 35, 51F, 83E, 133D, 135F
<b>Unit 10:</b> 149A, 261K, 261M, 261N

## Unit 2

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>1a. Demonstrate understanding of phonemic awareness by: Creating and stating a series of rhyming words, including consonant blends. (ELA-1-E1)</b>
<b>Unit 1:</b> T141, T144, T161, T163, T173, T175, T179, T192, T199, T215, T224, T282, T318, T321
<b>Unit 2:</b> T68, T84, T147
<b>Unit 3:</b> T264
<b>Unit 4:</b> T61, T118, T237, T255, T269, T283, T297
<b>Unit 5:</b> T142, T191, T276
<b>Unit 6:</b> T62, T141, T159, T173, T189, T207, T277
<b>Unit 8:</b> 127B
<b>Unit 9:</b> 37, 120M
<b>Unit 10:</b> 180K, 261J



<b>Reading Essentials</b>
<b>Unit 2</b>
<b>1b. Demonstrate understanding of phonemic awareness by: Distinguishing which words have the same target sound (i.e., beginning, medial, and final). (ELA-1-E1)</b>
<p><b>Unit 1:</b> T33, R42, T44, T46, R60, T61, T62, T64, T72, T80, T81, T84, T90, T98, T99, T101, T108, T124, T125, T128, T134, T142, T143, T146, T154, T162, T163, T164, T166, T172, T180, T182, T183, T184, T192, T201, T208, T224, T225, T226, T228, T244, T245, T247, T248, T262, T263, T264, T265, T274, T282, T283, T284, T289, T294, T304, T305, T306, T309, T316</p> <p><b>Unit 2:</b> T22, T23, T24, T25, T26, T28, T29, T40, T41, T44, T45, T47, T62, T63, T64, T65, T66, T69, T84, T85, T86, T88, T91, T104, T105, T106, T107, T108, T111, T135, T138, T139, T140, T141, T157, T158, T159, T160, T161, T163, T168, T177, T178, T179, T180, T183, T187, T194, T195, T196, T197, T201, T208, T216, T217, T219, T220, T223, T230, T246, T247, T248, T249, T250, T251, T253, T258, T266, T268, T272, T273, T280, T288, T289, T292, T295, T300, T308, T309, T310, T311, T312, T314, T315, T326, T327, T328, T329, T333</p> <p><b>Unit 3:</b> T22, T23, T24, T25, T26, T27, T38, T39, T40, T58, T59, T60, T62, T63, T76, T77, T79, T94, T95, T96, T97, T120, T121, T122, T123, T132, T140, T141, T143, T155, T156, T157, T164, T174, T175, T176, T179, T184, T192, T193, T195, T200, T216, T217, T218, T221, T232, T233, T234, T235, T239, T246, T247, T249, T256, T264, T265, T266, T267, T269, T273, T280, T282, T285</p> <p><b>Unit 4:</b> T22, T23, T25, T39, T40, T42, T43, T58, T59, T60, T63, T78, T79, T80, T81, T94, T95, T96, T97, T118, T119, T121, T138, T140, T141, T143, T159, T161, T177, T179, T194, T196, T197, T218, T221, T239, T240, T241, T257, T259, T271, T272, T273, T285, T286, T289</p> <p><b>Unit 5:</b> T22, T24, T27, T38, T42, T43, T60, T61, T63, T79, T81, T94, T95, T124, T126, T127, T143, T145, T158, T159, T161, T174, T175, T177, T190, T191, T192, T218, T219, T223, T240, T241, T242, T245, T263, T267, T285, T287, T304, T305, T307</p> <p><b>Unit 6:</b> T23, T24, T27, T42, T43, T45, T52, T54, T63, T65, T79, T80, T81, T96, T97, T190, T99, T123, T124, T125, T143, T145, T161, T162, T163, T177, T190, T191, T193, T216, T218, T219, T235, T236, T237, T254, T255, T257, T277, T279, T297, T299</p> <p><b>Unit 7:</b> 11HH, 12A, 12B, 25E, 25F, 25F, 25H, 26K, 45F, 45H, 46K-46L, 65F, 66K, 83G, 83H, 86A, 86B, 92K, 99C, 99F</p> <p><b>Unit 8:</b> 101W, 101FF, 102A, 102B, 111E, 111F, 112A, 112B, 123E, 123F, 124K, 124L, 129F, 132A, 153E, 153F, 153G, 153H, 179F, 179G, 179H, 179I, 179J, 180K, 195F, 195G, 195H, 195I, 195G, 195R</p> <p><b>Unit 9:</b> 11W, 11FF, 12A, 35E, 35F, 35G, 35H, 36K, 37E, 38A, 54K, 70A, 84K, 90A, 119E, 119F, 120K, 121, 122A, 135G</p> <p><b>Unit 10:</b> 137W, 137FF, 138A, 149E, 149F, 150A, 158K, 179H, 180K, 197F, 197G, 197H, 206K, 219F, 219G, 220A, 236K, 261I</p>

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>1c. Demonstrate understanding of phonemic awareness by: Distinguishing long- and short-vowel sounds related to the same letter in one-syllable spoken words (e.g., the <i>a</i> is short in <i>ran</i> but long in <i>make</i>). (ELA-1-E1)</b>
<b>Unit 1:</b> T64, T84, T128, T166, T181, T200, T224, T264, T265, T267, T282, T286, T307
<b>Unit 2:</b> T44, T158, T246, T291
<b>Unit 3:</b> T38, T59, T77, T96, T122, T140, T141, T154, T156, T176, T193, T218, T234, T247, T267, T282
<b>Unit 4:</b> T23, T40, T60, T80, T94, T96, T118, T119, T121, T139, T140, T141, T158, T159, T177, T179, T193, T194, T196, T197, T216, T217, T218, T220, T221, T238, T239, T240, T241, T256, T257, T259, T270, T272, T273, T284, T285, T286, T287, T288, T289
<b>Unit 5:</b> T23, T38, T39, T61, T78, T79, T95, T123, T124, T142, T143, T159, T174, T175, T191, T219, T241, T262, T263, T265, T285, T304, T305
<b>Unit 6:</b> T22, T23, T24, T25, T43, T44, T62, T63, T64, T78, T79, T96, T97, T122, T123, T142, T143, T161, T162, T174, T175, T191, T192, T218, T235, T255, T276, T277, T296, T297, T298
<b>Unit 7:</b> 11Y, 11Z, 12A, 12B, 25E, 26K, 26L, 45G, 45H, 45I, 46K, 46L, 66K, 66L, 86A, 86B
<b>Unit 8:</b> 101W, 101X, 102A, 102B, 111E, 111F, 112A, 112B, 124K, 124L, 132A, 132B, 154K, 154L, 179H, 179I, 180K, 180L, 195I, 195J, 195Q
<b>Unit 9:</b> 11W, 12A, 12B, 12E, 35E, 35F, 35G, 36K, 36L, 36N, 38A, 38F, 38G, 53E, 53F, 54K, 54N, 54O, 67 G, 70A, 70B, 70D, 70E, 84K, 84L, 84N, 84O, 90A, 90B, 90D, 90E, 120K, 120L, 120N, 122A, 122B, 122D, 122F, 122G, 135G, 135H
<b>Unit 10:</b> 137W, 137X, 138A, 138B, 138E, 150A, 150B, 150D, 150E, 158K, 158L, 158N, 158O, 180K, 180L, 180N, 180O, 200A, 200B, 200D, 200E, 200F, 206K, 206L, 206P, 206Q, 220A, 20B, 220G, 236K, 236L, 236N, 236O, 261I

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>1d. Demonstrate understanding of phonemic awareness by: Segmenting single-syllable real and nonsense words with as many as five sounds (phonemes) into separate sounds (phonemes) and blending as many as five sounds (phonemes) into single-syllable real or nonsense words without looking at the word or letter in print. (ELA-1-E1)</b>
<b>Unit 1:</b> T102, T125, T148, T162, T163, T183, T186, T192, T225, T245, T250, T262, T266, T268, T283, T286, T289, T290, T305, T307, T308, T309, T310
<b>Unit 2:</b> T23, T24, T26, T42, T45, T47, T63, T64, T66, T67, T68, T84, T85, T86, T88, T105, T106, T108, T135, T138, T139, T157, T160, T177, T180, T181, T196, T198, T199, T216, T220, T247, T249, T250, T267, T270, T289, T292, T293, T309, T312, T327, T330
<b>Unit 3:</b> T24, T28, T29, T40, T44, T45, T60, T64, T65, T77, T80, T96, T98, T122, T123, T124, T125, T126, T141, T144, T145, T158, T176, T180, T181, T193, T196, T218, T222, T223, T234, T236, T247, T250, T267, T270, T271, T282, T286, T287, T288
<b>Unit 4:</b> T23, T24, T25, T26, T28, T29, T40, T44, T60, T64, T80, T82, T96, T98, T118, T119, T121, T122, T141, T144, T145, T158, T159, T162, T163, T177, T194, T196, T198, T199, T218, T222, T223, T239, T240, T242, T257, T272, T274, T286, T290, T291
<b>Unit 5:</b> T23, T24, T28, T29, T39, T40, T44, T45, T61, T64, T79, T94, T95, T96, T100, T101, T123, T124, T128, T129, T143, T144, T158, T159, T160, T161, T162, T163, T175, T176, T177, T178, T190, T191, T194, T219, T220, T224, T225, T241, T242, T246, T263, T264, T268, T269, T285, T288, T289, T305, T308
<b>Unit 6:</b> T24, T28, T29, T30, T31, T32, T43, T46, T63, T79, T80, T82, T97, T100, T123, T143, T144, T146, T147, T161, T175, T178, T191, T192, T218, T235, T236, T238, T239, T255, T258, T259, T260, T277, T278, T280, T297, T300
<b>Unit 7:</b> 11Y, 12A, 26K, 46K, 66K, 86A, 92K, 98A, 99E
<b>Unit 8:</b> 101W, 102A, 112A, 124K, 132A, 154K, 180K, 195I
<b>Unit 9:</b> 11W, 12A, 36K, 38A, 54K, 70A, 84K, 90A, 120K, 122A, 135G
<b>Unit 10:</b> 137W, 138A, 150A, 158K, 180K, 200, 200A, 206K, 220A, 236K, 261I

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>1e. Demonstrate understanding of phonemic awareness by: Adding, deleting, or substituting sounds (phonemes) to create new words. (ELA-1-E1)</b>
<b>Unit 1:</b> T64, T84, T128, T144, T166, T180, T182, T201, T208, T224, T225, T244, T245, T263, T282, T289, T304, T307, T309
<b>Unit 2:</b> T22, T40, T62, T63, T84, T90, T104, T105, T134, T135, T156, T157, T176, T177, T194, T195, T196, T198, T216, T217, T220, T246, T247, T249, T266, T267, T268, T288, T308, T309, T326, T327
<b>Unit 3:</b> T22, T94, T174, T192, T246, T264
<b>Unit 4:</b> T192
<b>Unit 5:</b> T22, T94, T142, T143, T304
<b>Unit 6:</b> T190, T254
<b>Unit 7:</b> 99F
<b>Unit 8:</b> 124L

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>2a. Demonstrate understanding of phonics by: Decoding simple words using word-attack strategies including letter-sound correspondence for consonants spelled with one letter and with digraphs, short and long vowels spelled with one letter, diphthongs, consonant blends, r-controlled vowels, and long vowels spelled with more than one letter, including silent e. (ELA-1-E1)</b>
<p><b>Unit 1:</b> T28, T29, T30, T45, T46, T62, T63, T82, T83, T98, T100, T101, T128, T145, T146, T165, T166, T183, T184, T209, T226, T266, T278, T284, T306</p> <p><b>Unit 2:</b> T22, T25, T40, T43, T47, T65, T68, T85, T87, T88, T107, T110, T137, T140, T141, T151, T157, T159, T162, T163, T179, T182, T194, T197, T200, T201, T218, T219, T222, T223, T246, T248, T252, T253, T261, T269, T270, T272, T273, T288, T290, T294, T295, T310, T311, T313, T314, T315, T326, T329, T332, T333</p> <p><b>Unit 3:</b> T22, T23, T39, T58, T59, T62, T76, T77, T95, T120, T121, T140, T154, T155, T175, T192, T216, T217, T232, T233, T246, T247, T265, T266, T280, T281</p> <p><b>Unit 4:</b> T39, T59, T78, T79, T95, T118, T138, T139, T140, T158, T176, T192, T193, T216, T217, T239, T240, T256, T257, T270, T271, T284, T285</p> <p><b>Unit 5:</b> T22, T23, T38, T39, T61, T78, T94, T95, T122, T123, T124, T125, T142, T144, T158, T159, T160, T174, T175, T176, T177, T190, T191, T192, T218, T219, T240, T241, T242, T262, T263, T265, T284, T285, T286, 306</p> <p><b>Unit 6:</b> T23, T25, T42-T44, T62, T63, T64, T78, T79, T80, T97, T98, T122, T142, T143, T144, T160, T174, T175, T176, T190, T191, T192, T216, T235, T254, T255, T256, T277, T278, T296, T298</p> <p><b>Unit 7:</b> 11Y, 11Z, 12A, 12B, 12E, 25E, 25F, 25G, 26K, 26L, 26O, 45F, 45G, 45H, 45I, 46K, 46L, 46O, 65F, 65G, 65H, 65I, 66K, 66L, 66O, 83F, 83G, 83H, 86A, 86B, 86E, 91E, 92K, 92L, 92O, 97F, 97G, 98A, 98B, 99C, 99E, 99F, 99K</p> <p><b>Unit 8:</b> 101W, 101X, 102A, 102B, 102E, 111E, 111F, 112A, 112B, 112E, 123E, 124K, 124L, 124O, 129F, 132A, 132B, 132E, 153E, 153F, 153G, 154K, 154L, 154O, 179F, 179G, 179H, 179I, 180K, 180L, 180O, 195F, 195G, 195H, 195J, 195Q</p> <p><b>Unit 9:</b> 11W, 11X, 12A, 12B, 12D, 12E, 35E, 35F, 35G, 36K, 36L, 36N, 37E, 38A, 38F, 38G, 53E, 53F, 54K, 54L, 54N, 54O, 67F, 67G, 67H, 70A, 70B, 70D, 70E, 83E, 84K, 84L, 84N, 84O, 89E, 90A, 90B, 90D, 90E, 119E, 119F, 119G, 120K, 120L, 120N, 121D, 122A, 122B, 122C, 122D, 122F, 122G, 135E, 135F, 135G, 135H, 135M</p> <p><b>Unit 10:</b> 137W, 137X, 137FF, 138A, 138B, 138E, 149E, 149F, 150A, 150B, 150D, 150E, 152, 157E, 157F, 158K, 158L, 158N, 158O, 179F, 179G, 179H, 179I, 180K, 180L, 180N, 197F, 197G, 197H, 200A, 200B, 200D, 200E, 205E, 205F, 206K, 206L, 206P, 206Q, 219F, 219G, 220A, 220B, 220F, 220G, 235E, 235F, 235G, 236K, 236L, 236N, 236O, 261F, 261G, 261H, 261I, 261O, 261P</p>

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>2b. Demonstrate understanding of phonics by: Reading one- and two-syllable words with short- and long-vowel sounds spelled with common spelling patterns. (ELA-1-E1)</b>
<b>Unit 1:</b> T64, T84, T128, T166, T181, T200, T224, T264, T265, T267, T282, T286, T307
<b>Unit 2:</b> T44, T158, T246, T291
<b>Unit 3:</b> T38, T59, T77, T96, T122, T140, T141, T154, T156, T176, T193, T218, T234, T247, T267, T282
<b>Unit 4:</b> T23, T40, T60, T80, T94, T96, T118, T119, T121, T139, T140, T141, T158, T159, T177, T179, T193, T194, T196, T197, T216, T217, T218, T220, T221, T238, T239, T240, T241, T256, T257, T259, T270, T272, T273, T284, T285, T286, T287, T288, T289
<b>Unit 5:</b> T23, T38, T39, T61, T78, T79, T95, T123, T124, T142, T143, T159, T174, T175, T191, T219, T241, T262, T263, T265, T285, T304, T305
<b>Unit 6:</b> T22, T23, T24, T25, T43, T44, T62, T63, T64, T78, T79, T96, T97, T122, T123, T142, T143, T161, T162, T174, T175, T191, T192, T218, T235, T255, T276, T277, T296, T297, T298
<b>Unit 7:</b> 11Y, 11Z, 12A, 12B, 25E, 26K, 26L, 45G, 45H, 45I, 46K, 46L, 66K, 66L, 86A, 86B
<b>Unit 8:</b> 101W, 101X, 102A, 102B, 111E, 111F, 112A, 112B, 124K, 124L, 132A, 132B, 154K, 154L, 179H, 179I, 180K, 180L, 195I, 195J, 195Q
<b>Unit 9:</b> 11W, 12A, 12B, 12E, 35E, 35F, 35G, 36K, 36L, 36N, 38A, 38F, 38G, 53E, 53F, 54K, 54N, 54O, 67 G, 70A, 70B, 70D, 70E, 84K, 84L, 84N, 84O, 90A, 90B, 90D, 90E, 120K, 120L, 120N, 122A, 122B, 122D, 122F, 122G, 135G, 135H
<b>Unit 10:</b> 137W, 137X, 138A, 138B, 138E, 150A, 150B, 150D, 150E, 158K, 158L, 158N, 158O, 180K, 180L, 180N, 180O, 200A, 200B, 200D, 200E, 200F, 206K, 206L, 206P, 206Q, 220A, 20B, 220G, 236K, 236L, 236N, 236O, 261I

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>2c. Demonstrate understanding of phonics by: Identifying and reading words from common word families. (ELA-1-E1)</b>
<b>Unit 1:</b> T141, T144, T161, T163, T173, T175, T179, T192, T199, T215, T224, T282, T315, T321
<b>Unit 2:</b> T22, T28, T41, T45, T62, T66, T84, T147, T246
<b>Unit 3:</b> T61, T192, T246, T264
<b>Unit 4:</b> T11, T237, T255, T269, T283, T297
<b>Unit 5:</b> T60, T142, T190, T240, T242, T276, T304
<b>Unit 6:</b> T24, T79, T141, T173, T189, T190, T207, T296
<b>Unit 8:</b> 109A, 123E, 125, 127
<b>Unit 9:</b> 35G, 37, 53E, 53F, 53G, 120M, 121
<b>Unit 10:</b> 177E, 261J

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>2d. Demonstrate understanding of phonics by: Recognizing base words with their inflectional forms (e.g., suffixes, -s, -es, -ed, -ing, -est, -er). (ELA-1-E1)</b>
<b>Unit 1:</b> T272  <b>Unit 3:</b> T156, T218, T282  <b>Unit 4:</b> T23, T227, T261, T272  <b>Unit 5:</b> T124, T177, T191, T220, T221, T242, T305  <b>Unit 6:</b> T43, T217, T218, T219, T225, T236, T297  <b>Unit 7:</b> 12A, 12B, 40, 66K, 98  <b>Unit 8:</b> 101X, 112A, 124K  <b>Unit 9:</b> 67G, 67H, 83E, 120K, 122A, 135G, 135M  <b>Unit 10:</b> 138A, 150A

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>2e. Demonstrate understanding of phonics by: Reading high-frequency, grade-appropriate nonphonetic words with automaticity). (ELA-1-E1)</b>
<b>Unit 1:</b> T66, T67, T89, T102, T103, T107, T133, T147, T148, T149, T153, T171, T185, T186, T187, T191, T207, T233, T250, T251, T253, T273, T290, T293, T310, T315  <b>Unit 2:</b> T44, T53, T70, T71, T75, T78, T92, T93, T95, T112, T113, T115, T143, T147, T165, T167, T185, T203, T207, T224, T225, T229, T255, T257, T275, T279, T296, T297, T299, T316, T317, T319, T334, T335  <b>Unit 3:</b> T22, T28, T29, T44, T45, T49, T64, T80, T83, T96, T101, T124, T125, T126, T131, T158, T163, T180, T181, TT183, T196, T199, T225, T236, T239, T250, T255, T267, T270, T271, T286, T287  <b>Unit 4:</b> T22, T26, T28, T29, T38, T49, T67, T85, T94, T98, T101, T122, T127, T145, T147, T162, T163, T165, T181, T198, T223, T227, T242, T245, T274  <b>Unit 5:</b> T24, T26, TT29, T49, T623, T64, T67, T83, T100, T103, T129, T133, T149, T162, T165, T179, T181, T190, T199, T229, T251, T264, T273, T293  <b>Unit 6:</b> T24, T46, T62, T64, T82, T96, T103, T126, T127, T131, T146, T147, T161, T162, T163, T178, T179  <b>Unit 7:</b> 66, 99F  <b>Unit 8:</b> 101X, 102B, 136, 154K, 195L  <b>Unit 9:</b> 12E, 36K, 54P, 84O, 122G, 135H  <b>Unit 10:</b> 138F, 141, 150B, 150E, 166, 170, 174, 189, 206N, 220D, 261J

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>4. Identify grade-appropriate compound words in print. (ELA-1-E1)</b>
<b>Unit 1:</b> T323
<b>Unit 3:</b> T77
<b>Unit 4:</b> T137, T157, T175, T177, T191, T207, T292
<b>Unit 5:</b> T26, T51, T152, T279
<b>Unit 8:</b> 112A, 135, 169
<b>Unit 9:</b> 13, 90A, 115, 119E, 119F, 119G, 135E
<b>Unit 10:</b> 193, 197G, 197H, 205E, 261G

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>18. Demonstrate oral reading fluency of at least 40 words per minute in first-grade text with appropriate phrasing and intonation. (ELA-1-E7)</b>
<b>Unit 2:</b> T54, T117, T147, T151, T167, T171, T257, T259, T299, T303
<b>Unit 3:</b> T45, T49, T66, T100, T146, T165, T182, T198, T200, T224, T238, T257, T270, T272, T286, T289
<b>Unit 4:</b> T127, T130, T145, T147, T148, T150, T153, T165, T166, T168, T181, T184, T199, T201, T278, T292
<b>Unit 5:</b> T50, T52, T70, T178, T179, T194, T224, T225, T232, T246, T268, T277, T288
<b>Unit 6:</b> T39, T51, T52, T53, T54, T55, T57, T67, T68, T69, T70, T71, T73, T82, T84, T85, T86, T87, T88, T89, T100, T101, T103, T104, T105, T106, T107, T109, T127, T130, T131, T132, T133, T134, T135, T137, T146, T149, T150, T151, T152, T153, T155, T165, T165, T167, T169, T181, T182, T183, T185, T197, T198, T199, T200, T201, T203, T223, T224, T225, T226, T227, T229, T243, T244, T245, T246, T247, T249, T258, T265, T266, T267, T268, T269, T271, T280, T287, T285, T286, T288, T289, T291, T302
<b>Unit 7:</b> 12F, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 23C, 24, 26O, 26, 27, 28, 29, 30, 31, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 43C, 44, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63C, 64, 66, 66O, 66P, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 86, 89, 89C, 90, 92M, 92, 93, 94, 95A, 95B, 95C, 94, 96, 98
<b>Unit 8:</b> 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121C, 122, 124, 126, 128, 132E, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 154O, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 177C, 178, 180O, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193C, 194
<b>Unit 9:</b> 12E, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 33C, 38G, 38H, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 51C, 51E, 54O, 54P, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65C, 70E, 70F, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 81E, 84O, 84P, 84, 85, 86, 7, 90E, 90F, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 117C, 122G, 122H, 122, 123, 124, 125, 126, 127, 128, 130, 131, 133C, 135I
<b>Unit 10:</b> 138F, 150E, 158O, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 180O, 200E, 206Q, 214, 217E, 220G, 236O, 237, 238, 246, 247, 256, 261K

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>32. Write a legible sentence demonstrating proper figure grounding on a line and appropriate spacing between words. (ELA-3-E1)</b>
<p><b>Unit 1:</b> T28, T29, T30, T31, T33, T45, T46, T62, T63, T83, T100, T101, T115, T126, T127, T129, T145, T146, T165, T166, T183, T184, T185, T203, T215, T248, T249, T266, T267, T323</p> <p><b>Unit 2:</b> T89, T125, T221, T237, T307, T341</p> <p><b>Unit 3:</b> T111, T171, T207, T260, T284, T295</p> <p><b>Unit 4:</b> T61, T109, T160, T207, T297</p> <p><b>Unit 5:</b> T97, T113, T173, T209, T283, T315</p> <p><b>Unit 6:</b> T113, T207, T307</p> <p><b>Unit 7:</b> 25H, 45J, 65J, 91F, 99L</p> <p><b>Unit 8:</b> 123F, 153H, 179J, 195R</p> <p><b>Unit 9:</b> 35H, 53G, 83F, 119H, 135N</p> <p><b>Unit 10:</b> 157F, 179J, 205F, 235G, 261P</p>

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>33b. Use standard English punctuation, including: Periods, exclamation points, and question marks at the end of sentences. (ELA-3-E2)</b>
<p><b>Unit 1:</b> T161, T243, T261, T281</p> <p><b>Unit 2:</b> T155, T175, T193, T287, T292, T307, T312</p> <p><b>Unit 3:</b> T27, T62, T97, T143, T179, T187, T221, T249, T285</p> <p><b>Unit 4:</b> T137, T157, T175, T237, T255, T269</p> <p><b>Unit 5:</b> T75, T113, T315</p> <p><b>Unit 6:</b> T113, T185, T203, T207, T307</p> <p><b>Unit 7:</b> 45J</p> <p><b>Unit 8:</b> 111F, 123F, 153H, 179J, 195F, 195H, 195R</p> <p><b>Unit 9:</b> 67H</p> <p><b>Unit 10:</b> 205F, 235G, 261P</p>



<b>Reading Essentials</b>
<b>Unit 2</b>
<b>34. Capitalize the first word of a sentence, names of people, the pronoun <i>I</i>, and the names of months and days. (ELA-3-E2)</b>
<b>Unit 1:</b> T41, T59, T79, T243, T261, T281
<b>Unit 2:</b> T155, T175, T180, T287, T307
<b>Unit 3:</b> T27, T62, T97, T143, T179, T221, T249, T285
<b>Unit 4:</b> T37, T57, T77, T237, T255, T269
<b>Unit 5:</b> T75, T109, T113, T235, T315
<b>Unit 6:</b> T73, T113, T154, T207, T271, T291, T307
<b>Unit 7:</b> 25H, 45J, 65J, 91F, 99L
<b>Unit 8:</b> 123F, 153H, 179J, 195R
<b>Unit 10:</b> 157F, 235G, 261F, 261G, 261H, 261P

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>40a. Spell grade-appropriate words, including: One-syllable words and selected grade-appropriate two-syllable words with regular spellings for long- and short-vowel sounds. (ELA-3-E5)</b>
<b>Unit 1:</b> T185, T203, T243
<b>Unit 2:</b> T212, T262
<b>Unit 3:</b> T27
<b>Unit 4:</b> T109, T179, T207, T297
<b>Unit 5:</b> T113, T173, T193, T223, T313
<b>Unit 6:</b> T45, T65, T77, T81, T99, T113, T125, T145, T163, T177, T193, T207, T219, T307
<b>Unit 7:</b> 11HH, 25G, 25H, 43F, 45F, 45G, 45H, 45I, 45J, 65F, 65G, 65H, 65I, 65J, 81D, 153F
<b>Unit 8:</b> 101FF, 111E, 111F, 123E, 123F, 129F, 153E, 153F, 153G, 153H, 179F, 179G
<b>Unit 9:</b> 51C, 67H
<b>Unit 10:</b> 137FF, 149E, 149F, 157E, 157F, 179F, 179G, 179H, 179I, 179J, 197F, 197G

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>40b. Spell grade-appropriate words, including: High-frequency, grade-level words including words with irregular spelling, such as <i>was, were, says, who, what, and why</i>. (ELA-3-E5)</b>
<b>Unit 1:</b> T185, T203, T243  <b>Unit 2:</b> T212, T262  <b>Unit 3:</b> T27  <b>Unit 4:</b> T109, T179, T207, T297  <b>Unit 5:</b> T113, T173, T193, T223, T313  <b>Unit 6:</b> T45, T65, T77, T81, T99, T113, T125, T145, T163, T177, T193, T207, T219, T307  <b>Unit 7:</b> 11HH, 25G, 25H, 43F, 45F, 45G, 45H, 45I, 45J, 65F, 65G, 65H, 65I, 65J, 81D, 153F  <b>Unit 8:</b> 101FF, 111E, 111F, 123E, 123F, 129F, 153E, 153F, 153G, 153H, 179F, 179G  <b>Unit 9:</b> 51C, 67H  <b>Unit 10:</b> 137FF, 149E, 149F, 157E, 157F, 179F, 179G, 179H, 179I, 179J, 197F, 197G

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>41. Create phonetically spelled written work that can be read by the writer and others. (ELA-3-E5)</b>
<b>Unit 1:</b> T267, T309  <b>Unit 2:</b> T47, T69, T91, T111, T141, T163, T183, T200, T201, 212, T222, T223, T252, T253, T272, T273, T294, T295, T314, T315, T332, T333  <b>Unit 3:</b> T27, T43, T63, T79, T97, T123, T143, T157, T179, T195, T221, T235, T249, T269, T285  <b>Unit 4:</b> T25, T42, T43, T62, T63, T81, T97, T121, T143, T161, T176, T179, T196, T197 T216, T220, T221, T241, T256, T259, T273, T288, T289  <b>Unit 5:</b> T26, T27, T42, T43, T63, T81, T98, T99, T126, T127, T145, T161, T175, T192, T193, T222, T223, T244, T245, T266, T267, T287, T307  <b>Unit 6:</b> T26, T27, T45, T65, T77, T81, T96, T98, T99, T124, T125, T142, T145, T162, T163, T177, T193, T219, T237, T257, T276, T279, T298, T299  <b>Unit 7:</b> 11Z, 11HH, 12B, 26L, 45F, 46L, 65F, 66L, 83F, 86B, 92L, 97F, 98B, 99F  <b>Unit 8:</b> 101X, 101FF, 102B, 112B, 124L, 129F, 154L, 195F  <b>Unit 9:</b> 11X, 11FF, 12B, 36L, 37D, 38B, 54L, 67F, 70B, 84L, 89F, 90B, 120L 121D, 122C, 135H  <b>Unit 10:</b> 137X, 137FF, 138B, 150B, 158L, 179F, 180K, 180L, 197F, 200B, 206L, 219F, 220B, 236L, 261F, 261J

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>42a. Spell unfamiliar words using carious phonics strategies, including: Segmenting. (ELA-3-E5)</b>
<p><b>Unit 1:</b> T267, T289, T309</p> <p><b>Unit 2:</b> T28, T29, T47, T90, T91, T110, T111, T140, T141,T162, T163, T183, T200, T201, T222, T223, T252, T253, T272, T273, T314, T315, T332, T333</p> <p><b>Unit 3:</b> T27, T43, T62, T63, T79, T97, T123, T143, T157, T179, T195, T221, TT235, T249, T269, T285</p> <p><b>Unit 4:</b> T25, T42, T43, T62, T63, T81, T97, T121, T143, T161, T179, T196, T197, T220, T221, T241, T259, T273, T288, T289</p> <p><b>Unit 5:</b> T26, T27, T42, T43, T63, T81, T98, T99, T126, T127, T145, T161, T177, T192, T193, T222, T223, T244, T245, T266, T267, T287, T307</p> <p><b>Unit 6:</b> T26, T27, T45, T77, T81, T96, T97, T99, T120, T124, T125, T142, T143, T144, T145, T162, T163</p> <p><b>Unit 7:</b> 11HH, 11Z, 12B, 25E, 25F, 25G, 25H, 26L, 45F, 45G, 45H, 45I, 45J, 46L, 65F, 65G, 65H, 65I, 65J, 66L, 83F, 83G, 83H, 86B, 91E, 91F, 92L, 97F, 97G, 99C, 98B, 99F, 99K, 99L</p> <p><b>Unit 8:</b> 101X, 102B, 112B, 124L, 132B, 154L, 180L, 101FF, 111E, 111F, 123E, 123F, 129F, 153E, 153FG, 1653G, 153H, 179F, 179G, 179H, 179I, 179J, 195F, 195G, 195H, 195Q, 195R</p> <p><b>Unit 9:</b> 11X, 11FF, 12B, 35E, 35F, 35G, 35H, 36L, 37D, 37E, 38B, 38C, 53E, 53F, 53G, 54L, 67F, 67G, 67H, 70B, 83E, 83F, 84L, 89F, 90B, 119E, 119F, 119G, 119H, 120L, 121D, 122C, 122D, 135E, 135F, 135H, 135M, 135N</p> <p><b>Unit 10:</b> 137X, 137FF, 138B, 149E, 149F, 150B, 157E, 157F, 158L, 179F, 179G, 179H, 179I, 179J, 180L, 197F, 197G, 197H, 200B, 205E, 205F, 206L, 219F, 219G, 220B, 235E, 235F, 235G, 236L, 261F, 261G, 261H, 261I, 261O, 261P</p>

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>42b. Spell unfamiliar words using carious phonics strategies, including: Sounding out. (ELA-3-E5)</b>
<p><b>Unit 1:</b> T267, T289, T309</p> <p><b>Unit 2:</b> T28, T29, T47, T90, T91, T110, T111, T140, T141,T162, T163, T183, T200, T201, T222, T223, T252, T253, T272, T273, T314, T315, T332, T333</p> <p><b>Unit 3:</b> T27, T43, T62, T63, T79, T97, T123, T143, T157, T179, T195, T221, TT235, T249, T269, T285</p> <p><b>Unit 4:</b> T25, T42, T43, T62, T63, T81, T97, T121, T143, T161, T179, T196, T197, T220, T221, T241, T259, T273, T288, T289</p> <p><b>Unit 5:</b> T26, T27, T42, T43, T63, T81, T98, T99, T126, T127, T145, T161, T177, T192, T193, T222, T223, T244, T245, T266, T267, T287, T307</p> <p><b>Unit 6:</b> T26, T27, T45, T77, T81, T96, T97, T99, T120, T124, T125, T142, T143, T144, T145, T162, T163</p> <p><b>Unit 7:</b> 11HH, 11Z, 12B, 25E, 25F, 25G, 25H, 26L, 45F, 45G, 45H, 45I, 45J, 46L, 65F, 65G, 65H, 65I, 65J, 66L, 83F, 83G, 83H, 86B, 91E, 91F, 92L, 97F, 97G, 99C, 98B, 99F, 99K, 99L</p> <p><b>Unit 8:</b> 101X, 102B, 112B, 124L, 132B, 154L, 180L, 101FF, 111E, 111F, 123E, 123F, 129F, 153E, 153FG, 1653G, 153H, 179F, 179G, 179H, 179I, 179J, 195F, 195G, 195H, 195Q, 195R</p> <p><b>Unit 9:</b> 11X, 11FF, 12B, 35E, 35F, 35G, 35H, 36L, 37D, 37E, 38B, 38C, 53E, 53F, 53G, 54L, 67F, 67G, 67H, 70B, 83E, 83F, 84L, 89F, 90B, 119E, 119F, 119G, 119H, 120L, 121D, 122C, 122D, 135E, 135F, 135H, 135M, 135N</p> <p><b>Unit 10:</b> 137X, 137FF, 138B, 149E, 149F, 150B, 157E, 157F, 158L, 179F, 179G, 179H, 179I, 179J, 180L, 197F, 197G, 197H, 200B, 205E, 205F, 206L, 219F, 219G, 220B, 235E, 235F, 235G, 236L, 261F, 261G, 261H, 261I, 261O, 261P</p>

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>42d. Spell unfamiliar words using various phonics strategies, including: Using word walls and word banks. (ELA-3-E5)</b>
<p><b>Unit 1:</b> T267, T289, T309</p> <p><b>Unit 2:</b> T28, T29, T47, T90, T91, T110, T111, T140, T141, T162, T163, T183, T200, T201, T222, T223, T252, T253, T272, T273, T314, T315, T332, T333</p> <p><b>Unit 3:</b> T27, T43, T62, T63, T79, T97, T123, T143, T157, T179, T195, T221, T235, T249, T269, T285</p> <p><b>Unit 4:</b> T25, T42, T43, T62, T63, T81, T97, T121, T143, T161, T179, T196, T197, T220, T221, T241, T259, T273, T288, T289</p> <p><b>Unit 5:</b> T26, T27, T42, T43, T63, T81, T98, T99, T126, T127, T145, T161, T177, T192, T193, T222, T223, T244, T245, T266, T267, T287, T307</p> <p><b>Unit 6:</b> T26, T27, T45, T77, T81, T96, T97, T99, T120, T124, T125, T142, T143, T144, T145, T162, T163</p> <p><b>Unit 7:</b> 11HH, 11Z, 12B, 25E, 25F, 25G, 25H, 26L, 45F, 45G, 45H, 45I, 45J, 46L, 65F, 65G, 65H, 65I, 65J, 66L, 83F, 83G, 83H, 86B, 91E, 91F, 92L, 97F, 97G, 99C, 98B, 99F, 99K, 99L</p> <p><b>Unit 8:</b> 101X, 102B, 112B, 124L, 132B, 154L, 180L, 101FF, 111E, 111F, 123E, 123F, 129F, 153E, 153FG, 1653G, 153H, 179F, 179G, 179H, 179I, 179J, 195F, 195G, 195H, 195Q, 195R</p> <p><b>Unit 9:</b> 11X, 11FF, 12B, 35E, 35F, 35G, 35H, 36L, 37D, 37E, 38B, 38C, 53E, 53F, 53G, 54L, 67F, 67G, 67H, 70B, 83E, 83F, 84L, 89F, 90B, 119E, 119F, 119G, 119H, 120L, 121D, 122C, 122D, 135E, 135F, 135H, 135M, 135N</p> <p><b>Unit 10:</b> 137X, 137FF, 138B, 149E, 149F, 150B, 157E, 157F, 158L, 179F, 179G, 179H, 179I, 179J, 180L, 197F, 197G, 197H, 200B, 205E, 205F, 206L, 219F, 219G, 220B, 235E, 235F, 235G, 236L, 261F, 261G, 261H, 261J, 261O, 261P</p>

### Unit 3

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>1a. Demonstrate understanding of phonemic awareness by: Creating and stating a series of rhyming words, including consonant blends. (ELA-1-E1)</b>
<p><b>Unit 1:</b> T141, T144, T161, T163, T173, T175, T179, T192, T199, T215, T224, T282, T318, T321</p> <p><b>Unit 2:</b> T68, T84, T147</p> <p><b>Unit 3:</b> T264</p> <p><b>Unit 4:</b> T61, T118, T237, T255, T269, T283, T297</p> <p><b>Unit 5:</b> T142, T191, T276</p> <p><b>Unit 6:</b> T62, T141, T159, T173, T189, T207, T277</p> <p><b>Unit 8:</b> 127B</p> <p><b>Unit 9:</b> 37, 120M</p> <p><b>Unit 10:</b> 180K, 261J</p>

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>1b. Demonstrate understanding of phonemic awareness by: Distinguishing which words have the same target sound (i.e., beginning, medial, and final). (ELA-1-E1)</b>
<p><b>Unit 1:</b> T33, R42, T44, T46, R60, T61, T62, T64, T72, T80, T81, T84, T90, T98, T99, T101, T108, T124, T125, T128, T134, T142, T143, T146, T154, T162, T163, T164, T166, T172, T180, T182, T183, T184, T192, T201, T208, T224, T225, T226, T228, T244, T245, T247, T248, T262, T263, T264, T265, T274, T282, T283, T284, T289, T294, T304, T305, T306, T309, T316</p> <p><b>Unit 2:</b> T22, T23, T24, T25, T26, T28, T29, T40, T41, T44, T45, T47, T62, T63, T64, T65, T66, T69, T84, T85, T86, T88, T91, T104, T105, T106, T107, T108, T111, T135, T138, T139, T140, T141, T157, T158, T159, T160, T161, T163, T168, T177, T178, T179, T180, T183, T187, T194, T195, T196, T197, T201, T208, T216, T217, T219, T220, T223, T230, T246, T247, T248, T249, T250, T251, T253, T258, T266, T268, T272, T273, T280, T288, T289, T292, T295, T300, T308, T309, T310, T311, T312, T314, T315, T326, T327, T328, T329, T333</p> <p><b>Unit 3:</b> T22, T23, T24, T25, T26, T27, T38, T39, T40, T58, T59, T60, T62, T63, T76, T77, T79, T94, T95, T96, T97, T120, T121, T122, T123, T132, T140, T141, T143, T155, T156, T157, T164, T174, T175, T176, T179, T184, T192, T193, T195, T200, T216, T217, T218, T221, T232, T233, T234, T235, T239, T246, T247, T249, T256, T264, T265, T266, T267, T269, T273, T280, T282, T285</p> <p><b>Unit 4:</b> T22, T23, T25, T39, T40, T42, T43, T58, T59, T60, T63, T78, T79, T80, T81, T94, T95, T96, T97, T118, T119, T121, T138, T140, T141, T143, T159, T161, T177, T179, T194, T196, T197, T218, T221, T239, T240, T241, T257, T259, T271, T272, T273, T285, T286, T289</p> <p><b>Unit 5:</b> T22, T24, T27, T38, T42, T43, T60, T61, T63, T79, T81, T94, T95, T124, T126, T127, T143, T145, T158, T159, T161, T174, T175, T177, T190, T191, T192, T218, T219, T223, T240, T241, T242, T245, T263, T267, T285, T287, T304, T305, T307</p> <p><b>Unit 6:</b> T23, T24, T27, T42, T43, T45, T52, T54, T63, T65, T79, T80, T81, T96, T97, T190, T99, T123, T124, T125, T143, T145, T161, T162, T163, T177, T190, T191, T193, T216, T218, T219, T235, T236, T237, T254, T255, T257, T277, T279, T297, T299</p> <p><b>Unit 7:</b> 11HH, 12A, 12B, 25E, 25F, 25F, 25H, 26K, 45F, 45H, 46K-46L, 65F, 66K, 83G, 83H, 86A, 86B, 92K, 99C, 99F</p> <p><b>Unit 8:</b> 101W, 101FF, 102A, 102B, 111E, 111F, 112A, 112B, 123E, 123F, 124K, 124L, 129F, 132A, 153E, 153F, 153G, 153H, 179F, 179G, 179H, 179I, 179J, 180K, 195F, 195G, 195H, 195I, 195G, 195R</p> <p><b>Unit 9:</b> 11W, 11FF, 12A, 35E, 35F, 35G, 35H, 36K, 37E, 38A, 54K, 70A, 84K, 90A, 119E, 119F, 120K, 121, 122A, 135G</p> <p><b>Unit 10:</b> 137W, 137FF, 138A, 149E, 149F, 150A, 158K, 179H, 180K, 197F, 197G, 197H, 206K, 219F, 219G, 220A, 236K, 261I</p>

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>1c. Demonstrate understanding of phonemic awareness by: Distinguishing long- and short-vowel sounds related to the same letter in one-syllable spoken words (e.g., the <i>a</i> is short in <i>ran</i> but long in <i>make</i>). (ELA-1-E1)</b>
<b>Unit 1:</b> T64, T84, T128, T166, T181, T200, T224, T264, T265, T267, T282, T286, T307
<b>Unit 2:</b> T44, T158, T246, T291
<b>Unit 3:</b> T38, T59, T77, T96, T122, T140, T141, T154, T156, T176, T193, T218, T234, T247, T267, T282
<b>Unit 4:</b> T23, T40, T60, T80, T94, T96, T118, T119, T121, T139, T140, T141, T158, T159, T177, T179, T193, T194, T196, T197, T216, T217, T218, T220, T221, T238, T239, T240, T241, T256, T257, T259, T270, T272, T273, T284, T285, T286, T287, T288, T289
<b>Unit 5:</b> T23, T38, T39, T61, T78, T79, T95, T123, T124, T142, T143, T159, T174, T175, T191, T219, T241, T262, T263, T265, T285, T304, T305
<b>Unit 6:</b> T22, T23, T24, T25, T43, T44, T62, T63, T64, T78, T79, T96, T97, T122, T123, T142, T143, T161, T162, T174, T175, T191, T192, T218, T235, T255, T276, T277, T296, T297, T298
<b>Unit 7:</b> 11Y, 11Z, 12A, 12B, 25E, 26K, 26L, 45G, 45H, 45I, 46K, 46L, 66K, 66L, 86A, 86B
<b>Unit 8:</b> 101W, 101X, 102A, 102B, 111E, 111F, 112A, 112B, 124K, 124L, 132A, 132B, 154K, 154L, 179H, 179I, 180K, 180L, 195I, 195J, 195Q
<b>Unit 9:</b> 11W, 12A, 12B, 12E, 35E, 35F, 35G, 36K, 36L, 36N, 38A, 38F, 38G, 53E, 53F, 54K, 54N, 54O, 67 G, 70A, 70B, 70D, 70E, 84K, 84L, 84N, 84O, 90A, 90B, 90D, 90E, 120K, 120L, 120N, 122A, 122B, 122D, 122F, 122G, 135G, 135H
<b>Unit 10:</b> 137W, 137X, 138A, 138B, 138E, 150A, 150B, 150D, 150E, 158K, 158L, 158N, 158O, 180K, 180L, 180N, 180O, 200A, 200B, 200D, 200E, 200F, 206K, 206L, 206P, 206Q, 220A, 20B, 220G, 236K, 236L, 236N, 236O, 261I

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>1d. Demonstrate understanding of phonemic awareness by: Segmenting single-syllable real and nonsense words with as many as five sounds (phonemes) into separate sounds (phonemes) and blending as many as five sounds (phonemes) into single-syllable real or nonsense words without looking at the word or letter in print. (ELA-1-E1)</b>
<b>Unit 1:</b> T102, T125, T148, T162, T163, T183, T186, T192, T225, T245, T250, T262, T266, T268, T283, T286, T289, T290, T305, T307, T308, T309, T310
<b>Unit 2:</b> T23, T24, T26, T42, T45, T47, T63, T64, T66, T67, T68, T84, T85, T86, T88, T105, T106, T108, T135, T138, T139, T157, T160, T177, T180, T181, T196, T198, T199, T216, T220, T247, T249, T250, T267, T270, T289, T292, T293, T309, T312, T327, T330
<b>Unit 3:</b> T24, T28, T29, T40, T44, T45, T60, T64, T65, T77, T80, T96, T98, T122, T123, T124, T125, T126, T141, T144, T145, T158, T176, T180, T181, T193, T196, T218, T222, T223, T234, T236, T247, T250, T267, T270, T271, T282, T286, T287, T288
<b>Unit 4:</b> T23, T24, T25, T26, T28, T29, T40, T44, T60, T64, T80, T82, T96, T98, T118, T119, T121, T122, T141, T144, T145, T158, T159, T162, T163, T177, T194, T196, T198, T199, T218, T222, T223, T239, T240, T242, T257, T272, T274, T286, T290, T291
<b>Unit 5:</b> T23, T24, T28, T29, T39, T40, T44, T45, T61, T64, T79, T94, T95, T96, T100, T101, T123, T124, T128, T129, T143, T144, T158, T159, T160, T161, T162, T163, T175, T176, T177, T178, T190, T191, T194, T219, T220, T224, T225, T241, T242, T246, T263, T264, T268, T269, T285, T288, T289, T305, T308
<b>Unit 6:</b> T24, T28, T29, T30, T31, T32, T43, T46, T63, T79, T80, T82, T97, T100, T123, T143, T144, T146, T147, T161, T175, T178, T191, T192, T218, T235, T236, T238, T239, T255, T258, T259, T260, T277, T278, T280, T297, T300
<b>Unit 7:</b> 11Y, 12A, 26K, 46K, 66K, 86A, 92K, 98A, 99E
<b>Unit 8:</b> 101W, 102A, 112A, 124K, 132A, 154K, 180K, 195I
<b>Unit 9:</b> 11W, 12A, 36K, 38A, 54K, 70A, 84K, 90A, 120K, 122A, 135G
<b>Unit 10:</b> 137W, 138A, 150A, 158K, 180K, 200, 200A, 206K, 220A, 236K, 261I

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>1e. Demonstrate understanding of phonemic awareness by: Adding, deleting, or substituting sounds (phonemes) to create new words. (ELA-1-E1)</b>
<b>Unit 1:</b> T64, T84, T128, T144, T166, T180, T182, T201, T208, T224, T225, T244, T245, T263, T282, T289, T304, T307, T309
<b>Unit 2:</b> T22, T40, T62, T63, T84, T90, T104, T105, T134, T135, T156, T157, T176, T177, T194, T195, T196, T198, T216, T217, 220, T246, T247, T249, T266, T267, T268, T288, T308, T309, T326, T327
<b>Unit 3:</b> T22, T94, T174, T192, T246, T264
<b>Unit 4:</b> T192
<b>Unit 5:</b> T22, T94, T142, T143, T304
<b>Unit 6:</b> T190, T254
<b>Unit 7:</b> 99F
<b>Unit 8:</b> 124L

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>2a. Demonstrate understanding of phonics by: Decoding simple words using word-attack strategies including letter-sound correspondence for consonants spelled with one letter and with digraphs, short and long vowels spelled with one letter, diphthongs, consonant blends, r-controlled vowels, and long vowels spelled with more than one letter, including silent e. (ELA-1-E1)</b>
<p><b>Unit 1:</b> T28, T29, T30, T45, T46, T62, T63, T82, T83, T98, T100, T101, T128, T145, T146, T165, T166, T183, T184, T209, T226, T266, T278, T284, T306</p> <p><b>Unit 2:</b> T22, T25, T40, T43, T47, T65, T68, T85, T87, T88, T107, T110, T137, T140, T141, T151, T157, T159, T162, T163, T179, T182, T194, T197, T200, T201, T218, T219, T222, T223, T246, T248, T252, T253, T261, T269, T270, T272, T273, T288, T290, T294, T295, T310, T311, T313, T314, T315, T326, T329, T332, T333</p> <p><b>Unit 3:</b> T22, T23, T39, T58, T59, T62, T76, T77, T95, T120, T121, T140, T154, T155, T175, T192, T216, T217, T232, T233, T246, T247, T265, T266, T280, T281</p> <p><b>Unit 4:</b> T39, T59, T78, T79, T95, T118, T138, T139, T140, T158, T176, T192, T193, T216, T217, T239, T240, T256, T257, T270, T271, T284, T285</p> <p><b>Unit 5:</b> T22, T23, T38, T39, T61, T78, T94, T95, T122, T123, T124, T125, T142, T144, T158, T159, T160, T174, T175, T176, T177, T190, T191, T192, T218, T219, T240, T241, T242, T262, T263, T265, T284, T285, T286, 306</p> <p><b>Unit 6:</b> T23, T25, T42-T44, T62, T63, T64, T78, T79, T80, T97, T98, T122, T142, T143, T144, T160, T174, T175, T176, T190, T191, T192, T216, T235, T254, T255, T256, T277, T278, T296, T298</p> <p><b>Unit 7:</b> 11Y, 11Z, 12A, 12B, 12E, 25E, 25F, 25G, 26K, 26L, 26O, 45F, 45G, 45H, 45I, 46K, 46L, 46O, 65F, 65G, 65H, 65I, 66K, 66L, 66O, 83F, 83G, 83H, 86A, 86B, 86E, 91E, 92K, 92L, 92O, 97F, 97G, 98A, 98B, 99C, 99E, 99F, 99K</p> <p><b>Unit 8:</b> 101W, 101X, 102A, 102B, 102E, 111E, 111F, 112A, 112B, 112E, 123E, 124K, 124L, 124O, 129F, 132A, 132B, 132E, 153E, 153F, 153G, 154K, 154L, 154O, 179F, 179G, 179H, 179I, 180K, 180L, 180O, 195F, 195G, 195H, 195J, 195Q</p> <p><b>Unit 9:</b> 11W, 11X, 12A, 12B, 12D, 12E, 35E, 35F, 35G, 36K, 36L, 36N, 37E, 38A, 38F, 38G, 53E, 53F, 54K, 54L, 54N, 54O, 67F, 67G, 67H, 70A, 70B, 70D, 70E, 83E, 84K, 84L, 84N, 84O, 89E, 90A, 90B, 90D, 90E, 119E, 119F, 119G, 120K, 120L, 120N, 121D, 122A, 122B, 122C, 122D, 122F, 122G, 135E, 135F, 135G, 135H, 135M</p> <p><b>Unit 10:</b> 137W, 137X, 137FF, 138A, 138B, 138E, 149E, 149F, 150A, 150B, 150D, 150E, 152, 157E, 157F, 158K, 158L, 158N, 158O, 179F, 179G, 179H, 179I, 180K, 180L, 180N, 197F, 197G, 197H, 200A, 200B, 200D, 200E, 205E, 205F, 206K, 206L, 206P, 206Q, 219F, 219G, 220A, 220B, 220F, 220G, 235E, 235F, 235G, 236K, 236L, 236N, 236O, 261F, 261G, 261H, 261I, 261O, 261P</p>



<b>Reading Essentials</b>
<b>Unit 3</b>
<b>2b. Demonstrate understanding of phonics by: Reading one- and two-syllable words with short- and long-vowel sounds spelled with common spelling patterns. (ELA-1-E1)</b>
<b>Unit 1:</b> T64, T84, T128, T166, T181, T200, T224, T264, T265, T267, T282, T286, T307
<b>Unit 2:</b> T44, T158, T246, T291
<b>Unit 3:</b> T38, T59, T77, T96, T122, T140, T141, T154, T156, T176, T193, T218, T234, T247, T267, T282
<b>Unit 4:</b> T23, T40, T60, T80, T94, T96, T118, T119, T121, T139, T140, T141, T158, T159, T177, T179, T193, T194, T196, T197, T216, T217, T218, T220, T221, T238, T239, T240, T241, T256, T257, T259, T270, T272, T273, T284, T285, T286, T287, T288, T289
<b>Unit 5:</b> T23, T38, T39, T61, T78, T79, T95, T123, T124, T142, T143, T159, T174, T175, T191, T219, T241, T262, T263, T265, T285, T304, T305
<b>Unit 6:</b> T22, T23, T24, T25, T43, T44, T62, T63, T64, T78, T79, T96, T97, T122, T123, T142, T143, T161, T162, T174, T175, T191, T192, T218, T235, T255, T276, T277, T296, T297, T298
<b>Unit 7:</b> 11Y, 11Z, 12A, 12B, 25E, 26K, 26L, 45G, 45H, 45I, 46K, 46L, 66K, 66L, 86A, 86B
<b>Unit 8:</b> 101W, 101X, 102A, 102B, 111E, 111F, 112A, 112B, 124K, 124L, 132A, 132B, 154K, 154L, 179H, 179I, 180K, 180L, 195I, 195J, 195Q
<b>Unit 9:</b> 11W, 12A, 12B, 12E, 35E, 35F, 35G, 36K, 36L, 36N, 38A, 38F, 38G, 53E, 53F, 54K, 54N, 54O, 67 G, 70A, 70B, 70D, 70E, 84K, 84L, 84N, 84O, 90A, 90B, 90D, 90E, 120K, 120L, 120N, 122A, 122B, 122D, 122F, 122G, 135G, 135H
<b>Unit 10:</b> 137W, 137X, 138A, 138B, 138E, 150A, 150B, 150D, 150E, 158K, 158L, 158N, 158O, 180K, 180L, 180N, 180O, 200A, 200B, 200D, 200E, 200F, 206K, 206L, 206P, 206Q, 220A, 20B, 220G, 236K, 236L, 236N, 236O, 261I

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>2c. Demonstrate understanding of phonics by: Identifying and reading words from common word families. (ELA-1-E1)</b>
<b>Unit 1:</b> T141, T144, T161, T163, T173, T175, T179, T192, T199, T215, T224, T282, T315, T321
<b>Unit 2:</b> T22, T28, T41, T45, T62, T66, T84, T147, T246
<b>Unit 3:</b> T61, T192, T246, T264
<b>Unit 4:</b> T11, T237, T255, T269, T283, T297
<b>Unit 5:</b> T60, T142, T190, T240, T242, T276, T304
<b>Unit 6:</b> T24, T79, T141, T173, T189, T190, T207, T296
<b>Unit 8:</b> 109A, 123E, 125, 127
<b>Unit 9:</b> 35G, 37, 53E, 53F, 53G, 120M, 121
<b>Unit 10:</b> 177E, 261J

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>2d. Demonstrate understanding of phonics by: Recognizing base words with their inflectional forms (e.g., suffixes, -s, -es, -ed, -ing, -est, -er). (ELA-1-E1)</b>
<b>Unit 1:</b> T272  <b>Unit 3:</b> T156, T218, T282  <b>Unit 4:</b> T23, T227, T261, T272  <b>Unit 5:</b> T124, T177, T191, T220, T221, T242, T305  <b>Unit 6:</b> T43, T217, T218, T219, T225, T236, T297  <b>Unit 7:</b> 12A, 12B, 40, 66K, 98  <b>Unit 8:</b> 101X, 112A, 124K  <b>Unit 9:</b> 67G, 67H, 83E, 120K, 122A, 135G, 135M  <b>Unit 10:</b> 138A, 150A

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>2e. Demonstrate understanding of phonics by: Reading high-frequency, grade-appropriate nonphonetic words with automaticity). (ELA-1-E1)</b>
<b>Unit 1:</b> T66, T67, T89, T102, T103, T107, T133, T147, T148, T149, T153, T171, T185, T186, T187, T191, T207, T233, T250, T251, T253, T273, T290, T293, T310, T315  <b>Unit 2:</b> T44, T53, T70, T71, T75, T78, T92, T93, T95, T112, T113, T115, T143, T147, T165, T167, T185, T203, T207, T224, T225, T229, T255, T257, T275, T279, T296, T297, T299, T316, T317, T319, T334, T335  <b>Unit 3:</b> T22, T28, T29, T44, T45, T49, T64, T80, T83, T96, T101, T124, T125, T126, T131, T158, T163, T180, T181, TT183, T196, T199, T225, T236, T239, T250, T255, T267, T270, T271, T286, T287  <b>Unit 4:</b> T22, T26, T28, T29, T38, T49, T67, T85, T94, T98, T101, T122, T127, T145, T147, T162, T163, T165, T181, T198, T223, T227, T242, T245, T274  <b>Unit 5:</b> T24, T26, TT29, T49, T623, T64, T67, T83, T100, T103, T129, T133, T149, T162, T165, T179, T181, T190, T199, T229, T251, T264, T273, T293  <b>Unit 6:</b> T24, T46, T62, T64, T82, T96, T103, T126, T127, T131, T146, T147, T161, T162, T163, T178, T179  <b>Unit 7:</b> 66, 99F  <b>Unit 8:</b> 101X, 102B, 136, 154K, 195L  <b>Unit 9:</b> 12E, 36K, 54P, 84O, 122G, 135H  <b>Unit 10:</b> 138F, 141, 150B, 150E, 166, 170, 174, 189, 206N, 220D, 261J

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>18. Demonstrate oral reading fluency of at least 40 words per minute in first-grade text with appropriate phrasing and intonation. (ELA-1-E7)</b>
<b>Unit 2:</b> T54, T117, T147, T151, T167, T171, T257, T259, T299, T303
<b>Unit 3:</b> T45, T49, T66, T100, T146, T165, T182, T198, T200, T224, T238, T257, T270, T272, T286, T289
<b>Unit 4:</b> T127, T130, T145, T147, T148, T150, T153, T165, T166, T168, T181, T184, T199, T201, T278, T292
<b>Unit 5:</b> T50, T52, T70, T178, T179, T194, T224, T225, T232, T246, T268, T277, T288
<b>Unit 6:</b> T39, T51, T52, T53, T54, T55, T57, T67, T68, T69, T70, T71, T73, T82, T84, T85, T86, T87, T88, T89, T100, T101, T103, T104, T105, T106, T107, T109, T127, T130, T131, T132, T133, T134, T135, T137, T146, T149, T150, T151, T152, T153, T155, T165, T165, T167, T169, T181, T182, T183, T185, T197, T198, T199, T200, T201, T203, T223, T224, T225, T226, T227, T229, T243, T244, T245, T246, T247, T249, T258, T265, T266, T267, T268, T269, T271, T280, T287, T285, T286, T288, T289, T291, T302
<b>Unit 7:</b> 12F, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 23C, 24, 26O, 26, 27, 28, 29, 30, 31, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 43C, 44, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63C, 64, 66, 66O, 66P, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 86, 89, 89C, 90, 92M, 92, 93, 94, 95A, 95B, 95C, 94, 96, 98
<b>Unit 8:</b> 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121C, 122, 124, 126, 128, 132E, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 154O, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 177C, 178, 180O, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193C, 194
<b>Unit 9:</b> 12E, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 33C, 38G, 38H, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 51C, 51E, 54O, 54P, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65C, 70E, 70F, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 81E, 84O, 84P, 84, 85, 86, 7, 90E, 90F, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 117C, 122G, 122H, 122, 123, 124, 125, 126, 127, 128, 130, 131, 133C, 135I
<b>Unit 10:</b> 138F, 150E, 158O, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 180O, 200E, 206Q, 214, 217E, 220G, 236O, 237, 238, 246, 247, 256, 261K

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>32. Write a legible sentence demonstrating proper figure grounding on a line and appropriate spacing between words. (ELA-3-E1)</b>
<b>Unit 1:</b> T28, T29, T30, T31, T33, T45, T46, T62, T63, T83, T100, T101, T115, T126, T127, T129, T145, T146, T165, T166, T183, T184, T185, T203, T215, T248, T249, T266, T267, T323  <b>Unit 2:</b> T89, T125, T221, T237, T307, T341  <b>Unit 3:</b> T111, T171, T207, T260, T284, T295  <b>Unit 4:</b> T61, T109, T160, T207, T297  <b>Unit 5:</b> T97, T113, T173, T209, T283, T315  <b>Unit 6:</b> T113, T207, T307  <b>Unit 7:</b> 25H, 45J, 65J, 91F, 99L  <b>Unit 8:</b> 123F, 153H, 179J, 195R  <b>Unit 9:</b> 35H, 53G, 83F, 119H, 135N  <b>Unit 10:</b> 157F, 179J, 205F, 235G, 261P

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>33b. Use standard English punctuation, including: Periods, exclamation points, and question marks at the end of sentences. (ELA-3-E2)</b>
<b>Unit 1:</b> T161, T243, T261, T281  <b>Unit 2:</b> T155, T175, T193, T287, T292, T307, T312  <b>Unit 3:</b> T27, T62, T97, T143, T179, T187, T221, T249, T285  <b>Unit 4:</b> T137, T157, T175, T237, T255, T269  <b>Unit 5:</b> T75, T113, T315  <b>Unit 6:</b> T113, T185, T203, T207, T307  <b>Unit 7:</b> 45J  <b>Unit 8:</b> 111F, 123F, 153H, 179J, 195F, 195H, 195R  <b>Unit 9:</b> 67H  <b>Unit 10:</b> 205F, 235G, 261P

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>34. Capitalize the first word of a sentence, names of people, the pronoun <i>I</i>, and the names of months and days. (ELA-3-E2)</b>
<b>Unit 1:</b> T41, T59, T79, T243, T261, T281  <b>Unit 2:</b> T155, T175, T180, T287, T307  <b>Unit 3:</b> T27, T62, T97, T143, T179, T221, T249, T285  <b>Unit 4:</b> T37, T57, T77, T237, T255, T269  <b>Unit 5:</b> T75, T109, T113, T235, T315  <b>Unit 6:</b> T73, T113, T154, T207, T271, T291, T307  <b>Unit 7:</b> 25H, 45J, 65J, 91F, 99L  <b>Unit 8:</b> 123F, 153H, 179J, 195R  <b>Unit 10:</b> 157F, 235G, 261F, 261G, 261H, 261P

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>37. Distinguish between a complete and an incomplete sentence. (ELA-3-E3)</b>
<b>Unit 1:</b> T88, T89, T99, T243, T261, T281  <b>Unit 2:</b> T175, T193, T263, T285  <b>Unit 3:</b> T191  <b>Unit 4:</b> T80, T297  <b>Unit 5:</b> T30, T57, T75, T189, T315  <b>Unit 7:</b> 26O, 45I, 45J, 65H, 65J, 66O, 86E, 91F, 99L  <b>Unit 8:</b> 129F, 153E, 153F, 153H, 195H, 195Q, 195R  <b>Unit 9:</b> 53F, 67F, 67G, 67H, 117D, 121B  <b>Unit 10:</b> 137FF, 149E, 149F, 149G, 157F, 179I, 200A

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>39a. Identify and use knowledge of parts of speech, including: Basic singular and plural nouns, pronouns, and verbs. (ELA-3-E4)</b>
<b>Unit 4:</b> T207  <b>Unit 5:</b> T315  <b>Unit 6:</b> T113  <b>Unit 7:</b> 23B, 43B, 45J, 63B, 65J, 81B, 89B, 91F, 99L  <b>Unit 8:</b> 121B, 129F, 151B, 153E, 153F, 153H, 177B, 179J, 193B, 195R  <b>Unit 10:</b> 157F, 200A, 261P

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>41. Create phonetically spelled written work that can be read by the writer and others. (ELA-3-E5)</b>
<p><b>Unit 1:</b> T267, T309</p> <p><b>Unit 2:</b> T47, T69, T91, T111, T141, T163, T183, T200, T201, 212, T222, T223, T252, T253, T272, T273, T294, T295, T314, T315, T332, T333</p> <p><b>Unit 3:</b> T27, T43, T63, T79, T97, T123, T143, T157, T179, T195, T221, T235, T249, T269, T285</p> <p><b>Unit 4:</b> T25, T42, T43, T62, T63, T81, T97, T121, T143, T161, T176, T179, T196, T197 T216, T220, T221, T241, T256, T259, T273, T288, T289</p> <p><b>Unit 5:</b> T26, T27, T42, T43, T63, T81, T98, T99, T126, T127, T145, T161, T175, T192, T193, T222, T223, T244, T245, T266, T267, T287, T307</p> <p><b>Unit 6:</b> T26, T27, T45, T65, T77, T81, T96, T98, T99, T124, T125, T142, T145, T162, T163, T177, T193, T219, T237, T257, T276, T279, T298, T299</p> <p><b>Unit 7:</b> 11Z, 11HH, 12B, 26L, 45F, 46L, 65F, 66L, 83F, 86B, 92L, 97F, 98B, 99F</p> <p><b>Unit 8:</b> 101X, 101FF, 102B, 112B, 124L, 129F, 154L, 195F</p> <p><b>Unit 9:</b> 11X, 11FF, 12B, 36L, 37D, 38B, 54L, 67F, 70B, 84L, 89F, 90B, 120L 121D, 122C, 135H</p> <p><b>Unit 10:</b> 137X, 137FF, 138B, 150B, 158L, 179F, 180K, 180L, 197F, 200B, 206L, 219F, 220B, 236L, 261F, 261J</p>

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>42a. Spell unfamiliar words using carious phonics strategies, including: Segmenting. (ELA-3-E5)</b>
<p><b>Unit 1:</b> T267, T289, T309</p> <p><b>Unit 2:</b> T28, T29, T47, T90, T91, T110, T111, T140, T141, T162, T163, T183, T200, T201, T222, T223, T252, T253, T272, T273, T314, T315, T332, T333</p> <p><b>Unit 3:</b> T27, T43, T62, T63, T79, T97, T123, T143, T157, T179, T195, T221, TT235, T249, T269, T285</p> <p><b>Unit 4:</b> T25, T42, T43, T62, T63, T81, T97, T121, T143, T161, T179, T196, T197, T220, T221, T241, T259, T273, T288, T289</p> <p><b>Unit 5:</b> T26, T27, T42, T43, T63, T81, T98, T99, T126, T127, T145, T161, T177, T192, T193, T222, T223, T244, T245, T266, T267, T287, T307</p> <p><b>Unit 6:</b> T26, T27, T45, T77, T81, T96, T97, T99, T120, T124, T125, T142, T143, T144, T145, T162, T163</p> <p><b>Unit 7:</b> 11HH, 11Z, 12B, 25E, 25F, 25G, 25H, 26L, 45F, 45G, 45H, 45I, 45J, 46L, 65F, 65G, 65H, 65I, 65J, 66L, 83F, 83G, 83H, 86B, 91E, 91F, 92L, 97F, 97G, 99C, 98B, 99F, 99K, 99L</p> <p><b>Unit 8:</b> 101X, 102B, 112B, 124L, 132B, 154L, 180L, 101FF, 111E, 111F, 123E, 123F, 129F, 153E, 153FG, 1653G, 153H, 179F, 179G, 179H, 179I, 179J, 195F, 195G, 195H, 195Q, 195R</p> <p><b>Unit 9:</b> 11X, 11FF, 12B, 35E, 35F, 35G, 35H, 36L, 37D, 37E, 38B, 38C, 53E, 53F, 53G, 54L, 67F, 67G, 67H, 70B, 83E, 83F, 84L, 89F, 90B, 119E, 119F, 119G, 119H, 120L, 121D, 122C, 122D, 135E, 135F, 135H, 135M, 135N</p> <p><b>Unit 10:</b> 137X, 137FF, 138B, 149E, 149F, 150B, 157E, 157F, 158L, 179F, 179G, 179H, 179I, 179J, 180L, 197F, 197G, 197H, 200B, 205E, 205F, 206L, 219F, 219G, 220B, 235E, 235F, 235G, 236L, 261F, 261G, 261H, 261J, 261O, 261P</p>

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>42b. Spell unfamiliar words using carious phonics strategies, including: Sounding out. (ELA-3-E5)</b>
<p><b>Unit 1:</b> T267, T289, T309</p> <p><b>Unit 2:</b> T28, T29, T47, T90, T91, T110, T111, T140, T141,T162, T163, T183, T200, T201, T222, T223, T252, T253, T272, T273, T314, T315, T332, T333</p> <p><b>Unit 3:</b> T27, T43, T62, T63, T79, T97, T123, T143, T157, T179, T195, T221, TT235, T249, T269, T285</p> <p><b>Unit 4:</b> T25, T42, T43, T62, T63, T81, T97, T121, T143, T161, T179, T196, T197, T220, T221, T241, T259, T273, T288, T289</p> <p><b>Unit 5:</b> T26, T27, T42, T43, T63, T81, T98, T99, T126, T127, T145, T161, T177, T192, T193, T222, T223, T244, T245, T266, T267, T287, T307</p> <p><b>Unit 6:</b> T26, T27, T45, T77, T81, T96, T97, T99, T120, T124, T125, T142, T143, T144, T145, T162, T163</p> <p><b>Unit 7:</b> 11HH, 11Z, 12B, 25E, 25F, 25G, 25H, 26L, 45F, 45G, 45H, 45I, 45J, 46L, 65F, 65G, 65H, 65I, 65J, 66L, 83F, 83G, 83H, 86B, 91E, 91F, 92L, 97F, 97G, 99C, 98B, 99F, 99K, 99L</p> <p><b>Unit 8:</b> 101X, 102B, 112B, 124L, 132B, 154L, 180L, 101FF, 111E, 111F, 123E, 123F, 129F, 153E, 153FG, 1653G, 153H, 179F, 179G, 179H, 179I, 179J, 195F, 195G, 195H, 195Q, 195R</p> <p><b>Unit 9:</b> 11X, 11FF, 12B, 35E, 35F, 35G, 35H, 36L, 37D, 37E, 38B, 38C, 53E, 53F, 53G, 54L, 67F, 67G, 67H, 70B, 83E, 83F, 84L, 89F, 90B, 119E, 119F, 119G, 119H, 120L, 121D, 122C, 122D, 135E, 135F, 135H, 135M, 135N</p> <p><b>Unit 10:</b> 137X, 137FF, 138B, 149E, 149F, 150B, 157E, 157F, 158L, 179F, 179G, 179H, 179I, 179J, 180L, 197F, 197G, 197H, 200B, 205E, 205F, 206L, 219F, 219G, 220B, 235E, 235F, 235G, 236L, 261F, 261G, 261H, 261J, 261O, 261P</p>

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>42d. Spell unfamiliar words using carious phonics strategies, including: Using word walls and word banks. (ELA-3-E5)</b>
<p><b>Unit 1:</b> T267, T289, T309</p> <p><b>Unit 2:</b> T28, T29, T47, T90, T91, T110, T111, T140, T141,T162, T163, T183, T200, T201, T222, T223, T252, T253, T272, T273, T314, T315, T332, T333</p> <p><b>Unit 3:</b> T27, T43, T62, T63, T79, T97, T123, T143, T157, T179, T195, T221, TT235, T249, T269, T285</p> <p><b>Unit 4:</b> T25, T42, T43, T62, T63, T81, T97, T121, T143, T161, T179, T196, T197, T220, T221, T241, T259, T273, T288, T289</p> <p><b>Unit 5:</b> T26, T27, T42, T43, T63, T81, T98, T99, T126, T127, T145, T161, T177, T192, T193, T222, T223, T244, T245, T266, T267, T287, T307</p> <p><b>Unit 6:</b> T26, T27, T45, T77, T81, T96, T97, T99, T120, T124, T125, T142, T143, T144, T145, T162, T163</p> <p><b>Unit 7:</b> 11HH, 11Z, 12B, 25E, 25F, 25G, 25H, 26L, 45F, 45G, 45H, 45I, 45J, 46L, 65F, 65G, 65H, 65I, 65J, 66L, 83F, 83G, 83H, 86B, 91E, 91F, 92L, 97F, 97G, 99C, 98B, 99F, 99K, 99L</p> <p><b>Unit 8:</b> 101X, 102B, 112B, 124L, 132B, 154L, 180L, 101FF, 111E, 111F, 123E, 123F, 129F, 153E, 153FG, 1653G, 153H, 179F, 179G, 179H, 179I, 179J, 195F, 195G, 195H, 195Q, 195R</p> <p><b>Unit 9:</b> 11X, 11FF, 12B, 35E, 35F, 35G, 35H, 36L, 37D, 37E, 38B, 38C, 53E, 53F, 53G, 54L, 67F, 67G, 67H, 70B, 83E, 83F, 84L, 89F, 90B, 119E, 119F, 119G, 119H, 120L, 121D, 122C, 122D, 135E, 135F, 135H, 135M, 135N</p> <p><b>Unit 10:</b> 137X, 137FF, 138B, 149E, 149F, 150B, 157E, 157F, 158L, 179F, 179G, 179H, 179I, 179J, 180L, 197F, 197G, 197H, 200B, 205E, 205F, 206L, 219F, 219G, 220B, 235E, 235F, 235G, 236L, 261F, 261G, 261H, 261J, 261O, 261P</p>

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>44. Alphabetize to the first letter. (ELA-3-E5)</b>
<b>Unit 3:</b> T108, T242
<b>Unit 4:</b> T58, T78, T158
<b>Unit 7:</b> 65C, 65D
<b>Unit 8:</b> 129C
<b>Unit 9:</b> 35D
<b>Unit 10:</b> 149D

## Unit 4

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>1a. Demonstrate understanding of phonemic awareness by: Creating and stating a series of rhyming words, including consonant blends. (ELA-1-E1)</b>
<b>Unit 1:</b> T141, T144, T161, T163, T173, T175, T179, T192, T199, T215, T224, T282, T318, T321
<b>Unit 2:</b> T68, T84, T147
<b>Unit 3:</b> T264
<b>Unit 4:</b> T61, T118, T237, T255, T269, T283, T297
<b>Unit 5:</b> T142, T191, T276
<b>Unit 6:</b> T62, T141, T159, T173, T189, T207, T277
<b>Unit 8:</b> 127B
<b>Unit 9:</b> 37, 120M
<b>Unit 10:</b> 180K, 261J



<b>Reading Essentials</b>
<b>Unit 4</b>
<b>1b. Demonstrate understanding of phonemic awareness by: Distinguishing which words have the same target sound (i.e., beginning, medial, and final). (ELA-1-E1)</b>
<p><b>Unit 1:</b> T33, R42, T44, T46, R60, T61, T62, T64, T72, T80, T81, T84, T90, T98, T99, T101, T108, T124, T125, T128, T134, T142, T143, T146, T154, T162, T163, T164, T166, T172, T180, T182, T183, T184, T192, T201, T208, T224, T225, T226, T228, T244, T245, T247, T248, T262, T263, T264, T265, T274, T282, T283, T284, T289, T294, T304, T305, T306, T309, T316</p> <p><b>Unit 2:</b> T22, T23, T24, T25, T26, T28, T29, T40, T41, T44, T45, T47, T62, T63, T64, T65, T66, T69, T84, T85, T86, T88, T91, T104, T105, T106, T107, T108, T111, T135, T138, T139, T140, T141, T157, T158, T159, T160, T161, T163, T168, T177, T178, T179, T180, T183, T187, T194, T195, T196, T197, T201, T208, T216, T217, T219, T220, T223, T230, T246, T247, T248, T249, T250, T251, T253, T258, T266, T268, T272, T273, T280, T288, T289, T292, T295, T300, T308, T309, T310, T311, T312, T314, T315, T326, T327, T328, T329, T333</p> <p><b>Unit 3:</b> T22, T23, T24, T25, T26, T27, T38, T39, T40, T58, T59, T60, T62, T63, T76, T77, T79, T94, T95, T96, T97, T120, T121, T122, T123, T132, T140, T141, T143, T155, T156, T157, T164, T174, T175, T176, T179, T184, T192, T193, T195, T200, T216, T217, T218, T221, T232, T233, T234, T235, T239, T246, T247, T249, T256, T264, T265, T266, T267, T269, T273, T280, T282, T285</p> <p><b>Unit 4:</b> T22, T23, T25, T39, T40, T42, T43, T58, T59, T60, T63, T78, T79, T80, T81, T94, T95, T96, T97, T118, T119, T121, T138, T140, T141, T143, T159, T161, T177, T179, T194, T196, T197, T218, T221, T239, T240, T241, T257, T259, T271, T272, T273, T285, T286, T289</p> <p><b>Unit 5:</b> T22, T24, T27, T38, T42, T43, T60, T61, T63, T79, T81, T94, T95, T124, T126, T127, T143, T145, T158, T159, T161, T174, T175, T177, T190, T191, T192, T218, T219, T223, T240, T241, T242, T245, T263, T267, T285, T287, T304, T305, T307</p> <p><b>Unit 6:</b> T23, T24, T27, T42, T43, T45, T52, T54, T63, T65, T79, T80, T81, T96, T97, T190, T99, T123, T124, T125, T143, T145, T161, T162, T163, T177, T190, T191, T193, T216, T218, T219, T235, T236, T237, T254, T255, T257, T277, T279, T297, T299</p> <p><b>Unit 7:</b> 11HH, 12A, 12B, 25E, 25F, 25F, 25H, 26K, 45F, 45H, 46K-46L, 65F, 66K, 83G, 83H, 86A, 86B, 92K, 99C, 99F</p> <p><b>Unit 8:</b> 101W, 101FF, 102A, 102B, 111E, 111F, 112A, 112B, 123E, 123F, 124K, 124L, 129F, 132A, 153E, 153F, 153G, 153H, 179F, 179G, 179H, 179I, 179J, 180K, 195F, 195G, 195H, 195I, 195G, 195R</p> <p><b>Unit 9:</b> 11W, 11FF, 12A, 35E, 35F, 35G, 35H, 36K, 37E, 38A, 54K, 70A, 84K, 90A, 119E, 119F, 120K, 121, 122A, 135G</p> <p><b>Unit 10:</b> 137W, 137FF, 138A, 149E, 149F, 150A, 158K, 179H, 180K, 197F, 197G, 197H, 206K, 219F, 219G, 220A, 236K, 261I</p>

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>1c. Demonstrate understanding of phonemic awareness by: Distinguishing long- and short-vowel sounds related to the same letter in one-syllable spoken words (e.g., the <i>a</i> is short in <i>ran</i> but long in <i>make</i>). (ELA-1-E1)</b>
<b>Unit 1:</b> T64, T84, T128, T166, T181, T200, T224, T264, T265, T267, T282, T286, T307
<b>Unit 2:</b> T44, T158, T246, T291
<b>Unit 3:</b> T38, T59, T77, T96, T122, T140, T141, T154, T156, T176, T193, T218, T234, T247, T267, T282
<b>Unit 4:</b> T23, T40, T60, T80, T94, T96, T118, T119, T121, T139, T140, T141, T158, T159, T177, T179, T193, T194, T196, T197, T216, T217, T218, T220, T221, T238, T239, T240, T241, T256, T257, T259, T270, T272, T273, T284, T285, T286, T287, T288, T289
<b>Unit 5:</b> T23, T38, T39, T61, T78, T79, T95, T123, T124, T142, T143, T159, T174, T175, T191, T219, T241, T262, T263, T265, T285, T304, T305
<b>Unit 6:</b> T22, T23, T24, T25, T43, T44, T62, T63, T64, T78, T79, T96, T97, T122, T123, T142, T143, T161, T162, T174, T175, T191, T192, T218, T235, T255, T276, T277, T296, T297, T298
<b>Unit 7:</b> 11Y, 11Z, 12A, 12B, 25E, 26K, 26L, 45G, 45H, 45I, 46K, 46L, 66K, 66L, 86A, 86B
<b>Unit 8:</b> 101W, 101X, 102A, 102B, 111E, 111F, 112A, 112B, 124K, 124L, 132A, 132B, 154K, 154L, 179H, 179I, 180K, 180L, 195I, 195J, 195Q
<b>Unit 9:</b> 11W, 12A, 12B, 12E, 35E, 35F, 35G, 36K, 36L, 36N, 38A, 38F, 38G, 53E, 53F, 54K, 54N, 54O, 67 G, 70A, 70B, 70D, 70E, 84K, 84L, 84N, 84O, 90A, 90B, 90D, 90E, 120K, 120L, 120N, 122A, 122B, 122D, 122F, 122G, 135G, 135H
<b>Unit 10:</b> 137W, 137X, 138A, 138B, 138E, 150A, 150B, 150D, 150E, 158K, 158L, 158N, 158O, 180K, 180L, 180N, 180O, 200A, 200B, 200D, 200E, 200F, 206K, 206L, 206P, 206Q, 220A, 20B, 220G, 236K, 236L, 236N, 236O, 261I

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>1d. Demonstrate understanding of phonemic awareness by: Segmenting single-syllable real and nonsense words with as many as five sounds (phonemes) into separate sounds (phonemes) and blending as many as five sounds (phonemes) into single-syllable real or nonsense words without looking at the word or letter in print. (ELA-1-E1)</b>
<b>Unit 1:</b> T102, T125, T148, T162, T163, T183, T186, T192, T225, T245, T250, T262, T266, T268, T283, T286, T289, T290, T305, T307, T308, T309, T310
<b>Unit 2:</b> T23, T24, T26, T42, T45, T47, T63, T64, T66, T67, T68, T84, T85, T86, T88, T105, T106, T108, T135, T138, T139, T157, T160, T177, T180, T181, T196, T198, T199, T216, T220, T247, T249, T250, T267, T270, T289, T292, T293, T309, T312, T327, T330
<b>Unit 3:</b> T24, T28, T29, T40, T44, T45, T60, T64, T65, T77, T80, T96, T98, T122, T123, T124, T125, T126, T141, T144, T145, T158, T176, T180, T181, T193, T196, T218, T222, T223, T234, T236, T247, T250, T267, T270, T271, T282, T286, T287, T288
<b>Unit 4:</b> T23, T24, T25, T26, T28, T29, T40, T44, T60, T64, T80, T82, T96, T98, T118, T119, T121, T122, T141, T144, T145, T158, T159, T162, T163, T177, T194, T196, T198, T199, T218, T222, T223, T239, T240, T242, T257, T272, T274, T286, T290, T291
<b>Unit 5:</b> T23, T24, T28, T29, T39, T40, T44, T45, T61, T64, T79, T94, T95, T96, T100, T101, T123, T124, T128, T129, T143, T144, T158, T159, T160, T161, T162, T163, T175, T176, T177, T178, T190, T191, T194, T219, T220, T224, T225, T241, T242, T246, T263, T264, T268, T269, T285, T288, T289, T305, T308
<b>Unit 6:</b> T24, T28, T29, T30, T31, T32, T43, T46, T63, T79, T80, T82, T97, T100, T123, T143, T144, T146, T147, T161, T175, T178, T191, T192, T218, T235, T236, T238, T239, T255, T258, T259, T260, T277, T278, T280, T297, T300
<b>Unit 7:</b> 11Y, 12A, 26K, 46K, 66K, 86A, 92K, 98A, 99E
<b>Unit 8:</b> 101W, 102A, 112A, 124K, 132A, 154K, 180K, 195I
<b>Unit 9:</b> 11W, 12A, 36K, 38A, 54K, 70A, 84K, 90A, 120K, 122A, 135G
<b>Unit 10:</b> 137W, 138A, 150A, 158K, 180K, 200, 200A, 206K, 220A, 236K, 261I

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>1e. Demonstrate understanding of phonemic awareness by: Adding, deleting, or substituting sounds (phonemes) to create new words. (ELA-1-E1)</b>
<b>Unit 1:</b> T64, T84, T128, T144, T166, T180, T182, T201, T208, T224, T225, T244, T245, T263, T282, T289, T304, T307, T309
<b>Unit 2:</b> T22, T40, T62, T63, T84, T90, T104, T105, T134, T135, T156, T157, T176, T177, T194, T195, T196, T198, T216, T217, 220, T246, T247, T249, T266, T267, T268, T288, T308, T309, T326, T327
<b>Unit 3:</b> T22, T94, T174, T192, T246, T264
<b>Unit 4:</b> T192
<b>Unit 5:</b> T22, T94, T142, T143, T304
<b>Unit 6:</b> T190, T254
<b>Unit 7:</b> 99F
<b>Unit 8:</b> 124L

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>2a. Demonstrate understanding of phonics by: Decoding simple words using word-attack strategies including letter-sound correspondence for consonants spelled with one letter and with digraphs, short and long vowels spelled with one letter, diphthongs, consonant blends, r-controlled vowels, and long vowels spelled with more than one letter, including silent e. (ELA-1-E1)</b>
<p><b>Unit 1:</b> T28, T29, T30, T45, T46, T62, T63, T82, T83, T98, T100, T101, T128, T145, T146, T165, T166, T183, T184, T209, T226, T266, T278, T284, T306</p> <p><b>Unit 2:</b> T22, T25, T40, T43, T47, T65, T68, T85, T87, T88, T107, T110, T137, T140, T141, T151, T157, T159, T162, T163, T179, T182, T194, T197, T200, T201, T218, T219, T222, T223, T246, T248, T252, T253, T261, T269, T270, T272, T273, T288, T290, T294, T295, T310, T311, T313, T314, T315, T326, T329, T332, T333</p> <p><b>Unit 3:</b> T22, T23, T39, T58, T59, T62, T76, T77, T95, T120, T121, T140, T154, T155, T175, T192, T216, T217, T232, T233, T246, T247, T265, T266, T280, T281</p> <p><b>Unit 4:</b> T39, T59, T78, T79, T95, T118, T138, T139, T140, T158, T176, T192, T193, T216, T217, T239, T240, T256, T257, T270, T271, T284, T285</p> <p><b>Unit 5:</b> T22, T23, T38, T39, T61, T78, T94, T95, T122, T123, T124, T125, T142, T144, T158, T159, T160, T174, T175, T176, T177, T190, T191, T192, T218, T219, T240, T241, T242, T262, T263, T265, T284, T285, T286, 306</p> <p><b>Unit 6:</b> T23, T25, T42-T44, T62, T63, T64, T78, T79, T80, T97, T98, T122, T142, T143, T144, T160, T174, T175, T176, T190, T191, T192, T216, T235, T254, T255, T256, T277, T278, T296, T298</p> <p><b>Unit 7:</b> 11Y, 11Z, 12A, 12B, 12E, 25E, 25F, 25G, 26K, 26L, 26O, 45F, 45G, 45H, 45I, 46K, 46L, 46O, 65F, 65G, 65H, 65I, 66K, 66L, 66O, 83F, 83G, 83H, 86A, 86B, 86E, 91E, 92K, 92L, 92O, 97F, 97G, 98A, 98B, 99C, 99E, 99F, 99K</p> <p><b>Unit 8:</b> 101W, 101X, 102A, 102B, 102E, 111E, 111F, 112A, 112B, 112E, 123E, 124K, 124L, 124O, 129F, 132A, 132B, 132E, 153E, 153F, 153G, 154K, 154L, 154O, 179F, 179G, 179H, 179I, 180K, 180L, 180O, 195F, 195G, 195H, 195J, 195Q</p> <p><b>Unit 9:</b> 11W, 11X, 12A, 12B, 12D, 12E, 35E, 35F, 35G, 36K, 36L, 36N, 37E, 38A, 38F, 38G, 53E, 53F, 54K, 54L, 54N, 54O, 67F, 67G, 67H, 70A, 70B, 70D, 70E, 83E, 84K, 84L, 84N, 84O, 89E, 90A, 90B, 90D, 90E, 119E, 119F, 119G, 120K, 120L, 120N, 121D, 122A, 122B, 122C, 122D, 122F, 122G, 135E, 135F, 135G, 135H, 135M</p> <p><b>Unit 10:</b> 137W, 137X, 137FF, 138A, 138B, 138E, 149E, 149F, 150A, 150B, 150D, 150E, 152, 157E, 157F, 158K, 158L, 158N, 158O, 179F, 179G, 179H, 179I, 180K, 180L, 180N, 197F, 197G, 197H, 200A, 200B, 200D, 200E, 205E, 205F, 206K, 206L, 206P, 206Q, 219F, 219G, 220A, 220B, 220F, 220G, 235E, 235F, 235G, 236K, 236L, 236N, 236O, 261F, 261G, 261H, 261I, 261O, 261P</p>

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>2b. Demonstrate understanding of phonics by: Reading one- and two-syllable words with short- and long-vowel sounds spelled with common spelling patterns. (ELA-1-E1)</b>
<b>Unit 1:</b> T64, T84, T128, T166, T181, T200, T224, T264, T265, T267, T282, T286, T307
<b>Unit 2:</b> T44, T158, T246, T291
<b>Unit 3:</b> T38, T59, T77, T96, T122, T140, T141, T154, T156, T176, T193, T218, T234, T247, T267, T282
<b>Unit 4:</b> T23, T40, T60, T80, T94, T96, T118, T119, T121, T139, T140, T141, T158, T159, T177, T179, T193, T194, T196, T197, T216, T217, T218, T220, T221, T238, T239, T240, T241, T256, T257, T259, T270, T272, T273, T284, T285, T286, T287, T288, T289
<b>Unit 5:</b> T23, T38, T39, T61, T78, T79, T95, T123, T124, T142, T143, T159, T174, T175, T191, T219, T241, T262, T263, T265, T285, T304, T305
<b>Unit 6:</b> T22, T23, T24, T25, T43, T44, T62, T63, T64, T78, T79, T96, T97, T122, T123, T142, T143, T161, T162, T174, T175, T191, T192, T218, T235, T255, T276, T277, T296, T297, T298
<b>Unit 7:</b> 11Y, 11Z, 12A, 12B, 25E, 26K, 26L, 45G, 45H, 45I, 46K, 46L, 66K, 66L, 86A, 86B
<b>Unit 8:</b> 101W, 101X, 102A, 102B, 111E, 111F, 112A, 112B, 124K, 124L, 132A, 132B, 154K, 154L, 179H, 179I, 180K, 180L, 195I, 195J, 195Q
<b>Unit 9:</b> 11W, 12A, 12B, 12E, 35E, 35F, 35G, 36K, 36L, 36N, 38A, 38F, 38G, 53E, 53F, 54K, 54N, 54O, 67 G, 70A, 70B, 70D, 70E, 84K, 84L, 84N, 84O, 90A, 90B, 90D, 90E, 120K, 120L, 120N, 122A, 122B, 122D, 122F, 122G, 135G, 135H
<b>Unit 10:</b> 137W, 137X, 138A, 138B, 138E, 150A, 150B, 150D, 150E, 158K, 158L, 158N, 158O, 180K, 180L, 180N, 180O, 200A, 200B, 200D, 200E, 200F, 206K, 206L, 206P, 206Q, 220A, 20B, 220G, 236K, 236L, 236N, 236O, 261I

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>2c. Demonstrate understanding of phonics by: Identifying and reading words from common word families. (ELA-1-E1)</b>
<b>Unit 1:</b> T141, T144, T161, T163, T173, T175, T179, T192, T199, T215, T224, T282, T315, T321
<b>Unit 2:</b> T22, T28, T41, T45, T62, T66, T84, T147, T246
<b>Unit 3:</b> T61, T192, T246, T264
<b>Unit 4:</b> T11, T237, T255, T269, T283, T297
<b>Unit 5:</b> T60, T142, T190, T240, T242, T276, T304
<b>Unit 6:</b> T24, T79, T141, T173, T189, T190, T207, T296
<b>Unit 8:</b> 109A, 123E, 125, 127
<b>Unit 9:</b> 35G, 37, 53E, 53F, 53G, 120M, 121
<b>Unit 10:</b> 177E, 261J

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>2d. Demonstrate understanding of phonics by: Recognizing base words with their inflectional forms (e.g., suffixes, -s, -es, -ed, -ing, -est, -er). (ELA-1-E1)</b>
<b>Unit 1:</b> T272  <b>Unit 3:</b> T156, T218, T282  <b>Unit 4:</b> T23, T227, T261, T272  <b>Unit 5:</b> T124, T177, T191, T220, T221, T242, T305  <b>Unit 6:</b> T43, T217, T218, T219, T225, T236, T297  <b>Unit 7:</b> 12A, 12B, 40, 66K, 98  <b>Unit 8:</b> 101X, 112A, 124K  <b>Unit 9:</b> 67G, 67H, 83E, 120K, 122A, 135G, 135M  <b>Unit 10:</b> 138A, 150A

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>2e. Demonstrate understanding of phonics by: Reading high-frequency, grade-appropriate nonphonetic words with automaticity). (ELA-1-E1)</b>
<b>Unit 1:</b> T66, T67, T89, T102, T103, T107, T133, T147, T148, T149, T153, T171, T185, T186, T187, T191, T207, T233, T250, T251, T253, T273, T290, T293, T310, T315  <b>Unit 2:</b> T44, T53, T70, T71, T75, T78, T92, T93, T95, T112, T113, T115, T143, T147, T165, T167, T185, T203, T207, T224, T225, T229, T255, T257, T275, T279, T296, T297, T299, T316, T317, T319, T334, T335  <b>Unit 3:</b> T22, T28, T29, T44, T45, T49, T64, T80, T83, T96, T101, T124, T125, T126, T131, T158, T163, T180, T181, TT183, T196, T199, T225, T236, T239, T250, T255, T267, T270, T271, T286, T287  <b>Unit 4:</b> T22, T26, T28, T29, T38, T49, T67, T85, T94, T98, T101, T122, T127, T145, T147, T162, T163, T165, T181, T198, T223, T227, T242, T245, T274  <b>Unit 5:</b> T24, T26, TT29, T49, T623, T64, T67, T83, T100, T103, T129, T133, T149, T162, T165, T179, T181, T190, T199, T229, T251, T264, T273, T293  <b>Unit 6:</b> T24, T46, T62, T64, T82, T96, T103, T126, T127, T131, T146, T147, T161, T162, T163, T178, T179  <b>Unit 7:</b> 66, 99F  <b>Unit 8:</b> 101X, 102B, 136, 154K, 195L  <b>Unit 9:</b> 12E, 36K, 54P, 84O, 122G, 135H  <b>Unit 10:</b> 138F, 141, 150B, 150E, 166, 170, 174, 189, 206N, 220D, 261J

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>5. Identify grade-appropriate contractions (e.g., <i>can't</i>, <i>isn't</i>, <i>don't</i>). (ELA-1-E1)</b>
<b>Unit 2:</b> T330 <b>Unit 4:</b> T194 <b>Unit 5:</b> T89 <b>Unit 6:</b> T69, T166 <b>Unit 8:</b> 112, 120, 139, 140, 179F, 179G, 179H, 195G, 195H <b>Unit 9:</b> 90A <b>Unit 10:</b> 179F, 179G, 179H

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>18. Demonstrate oral reading fluency of at least 40 words per minute in first-grade text with appropriate phrasing and intonation. (ELA-1-E7)</b>
<b>Unit 2:</b> T54, T117, T147, T151, T167, T171, T257, T259, T299, T303  <b>Unit 3:</b> T45, T49, T66, T100, T146, T165, T182, T198, T200, T224, T238, T257, T270, T272, T286, T289  <b>Unit 4:</b> T127, T130, T145, T147, T148, T150, T153, T165, T166, T168, T181, T184, T199, T201, T278, T292  <b>Unit 5:</b> T50, T52, T70, T178, T179, T194, T224, T225, T232, T246, T268, T277, T288  <b>Unit 6:</b> T39, T51, T52, T53, T54, T55, T57, T67, T68, T69, T70, T71, T73, T82, T84, T85, T86, T87, T88, T89, T100, T101, T103, T104, T105, T106, T107, T109, T127, T130, T131, T132, T133, T134, T135, T137, T146, T149, T150, T151, T152, T153, T155, T165, T167, T169, T181, T182, T183, T185, T197, T198, T199, T200, T201, T203, T223, T224, T225, T226, T227, T229, T243, T244, T245, T246, T247, T249, T258, T265, T266, T267, T268, T269, T271, T280, T287, T285, T286, T288, T289, T291, T302  <b>Unit 7:</b> 12F, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 23C, 24, 26O, 26, 27, 28, 29, 30, 31, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 43C, 44, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63C, 64, 66, 66O, 66P, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 86, 89, 89C, 90, 92M, 92, 93, 94, 95A, 95B, 95C, 94, 96, 98  <b>Unit 8:</b> 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121C, 122, 124, 126, 128, 132E, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 154O, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 177C, 178, 180O, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193C, 194  <b>Unit 9:</b> 12E, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 33C, 38G, 38H, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 51C, 51E, 54O, 54P, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65C, 70E, 70F, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 81E, 84O, 84P, 84, 85, 86, 7, 90E, 90F, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 117C, 122G, 122H, 122, 123, 124, 125, 126, 127, 128, 130, 131, 133C, 135I  <b>Unit 10:</b> 138F, 150E, 158O, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 180O, 200E, 206Q, 214, 217E, 220G, 236O, 237, 238, 246, 247, 256, 261K

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>26. Write simple stories with a central idea or event; a beginning, middle, and end; and details. (ELA-2-E1)</b>
<b>Unit 1:</b> T54, T92, T97, T110, T115, T136, T156, T174, T194, T210, T215, T298, T303, T318, T323
<b>Unit 2:</b> T56, T78, T98, T120, T150, T170, T188, T210, T232, T260, T282, T302, T320
<b>Unit 3:</b> T52, T70, T75, T88, T93, T106, T134, T139, T148, T153, T168, T173, T186, T191, T202, T207, T226, T258, T274
<b>Unit 4:</b> T37, T52, T72, T77, T88, T104, T132, T152, T170, T186, T202, T232, T250, T264, T278
<b>Unit 5:</b> T108, T136, T184, T204, T234, T256, T278, T298
<b>Unit 6:</b> T38, T41, T58, T77, T92, T95, T97, T110, T113, T129, T138, T139, T141, T145, T156, T159, T170, T173, T189, T204, T207
<b>Unit 7:</b> 95A
<b>Unit 9:</b> 83A
<b>Unit 10:</b> 137FF, 149E, 149F, 157A, 157E, 157F, 177E, 179F, 179G, 179H, 179I, 179J, 197F, 197G, 197H, 205E, 205F, 219F, 219G, 235E, 235F, 235G, 259F, 261C, 261F, 261G, 261H, 261M, 261O, 261P

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>27. Use specific action and descriptive words when writing a story, description, or narration (e.g., stomped instead of walked and magnificent instead of big) for a specific purpose and/or audience. (ELA-2-E2)</b>
<b>Unit 2:</b> T61, T83
<b>Unit 3:</b> T149, T173, T187, T277
<b>Unit 5:</b> T37, T57, T59, T77, T239, T261, T276, T283, T303
<b>Unit 7:</b> 25G, 91E
<b>Unit 8:</b> 11F, 153E, 153F, 153G, 179H, 179I, 195H
<b>Unit 9:</b> 35E, 51E, 67H, 89F, 119E, 119F, 121B
<b>Unit 10:</b> 149F, 179I, 205E



<b>Reading Essentials</b>
<b>Unit 4</b>
<b>29a. Independently write a variety of grade-appropriate compositions, including: Simple letters, notes, and stories. (ELA-2-E4)</b>
<b>Unit 1:</b> T175, T196, T277, T318  <b>Unit 2:</b> T56, T58, T152, T262, T287, T307  <b>Unit 3:</b> T70, T91, T134, T148, T153, T171, T173, T189, T191, T207, T245  <b>Unit 4:</b> T55, T72, T269  <b>Unit 5:</b> T167  <b>Unit 6:</b> T56, T72, T110, T159, T173, T186, T189  <b>Unit 7:</b> 23A, 25A, 25F, 25H, 43A, 45H, 63A, 65A, 65H, 81A, 83A, 83H, 89A, 95A  <b>Unit 8:</b> 107, 109A, 121A, 127A, 139, 151A, 177A, 193A, 195G, 195H, 195Q  <b>Unit 9:</b> 19, 33A, 37A, 50, 51A, 59, 81A, 87A, 117A, 121A, 133A  <b>Unit 10:</b> 144, 184, 230, 239, 259F

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>32. Write a legible sentence demonstrating proper figure grounding on a line and appropriate spacing between words. (ELA-3-E1)</b>
<b>Unit 1:</b> T28, T29, T30, T31, T33, T45, T46, T62, T63, T83, T100, T101, T115, T126, T127, T129, T145, T146, T165, T166, T183, T184, T185, T203, T215, T248, T249, T266, T267, T323  <b>Unit 2:</b> T89, T125, T221, T237, T307, T341  <b>Unit 3:</b> T111, T171, T207, T260, T284, T295  <b>Unit 4:</b> T61, T109, T160, T207, T297  <b>Unit 5:</b> T97, T113, T173, T209, T283, T315  <b>Unit 6:</b> T113, T207, T307  <b>Unit 7:</b> 25H, 45J, 65J, 91F, 99L  <b>Unit 8:</b> 123F, 153H, 179J, 195R  <b>Unit 9:</b> 35H, 53G, 83F, 119H, 135N  <b>Unit 10:</b> 157F, 179J, 205F, 235G, 261P

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>33a. Use standard English punctuation, including: Correctly writing common contractions such as <i>isn't</i>, <i>we'll</i>, and <i>I'd</i>. (ELA-3-E2)</b>
<b>Unit 2:</b> T330 <b>Unit 4:</b> T194 <b>Unit 5:</b> T89 <b>Unit 6:</b> T69, T166 <b>Unit 8:</b> 112, 120, 139, 140, 179F, 179G, 179H, 195G, 195H <b>Unit 9:</b> 90A <b>Unit 10:</b> 179F, 179G, 179H

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>33b. Use standard English punctuation, including: Periods, exclamation points, and question marks at the end of sentences. (ELA-3-E2)</b>
<b>Unit 1:</b> T161, T243, T261, T281 <b>Unit 2:</b> T155, T175, T193, T287, T292, T307, T312 <b>Unit 3:</b> T27, T62, T97, T143, T179, T187, T221, T249, T285 <b>Unit 4:</b> T137, T157, T175, T237, T255, T269 <b>Unit 5:</b> T75, T113, T315 <b>Unit 6:</b> T113, T185, T203, T207, T307 <b>Unit 7:</b> 45J <b>Unit 8:</b> 111F, 123F, 153H, 179J, 195F, 195H, 195R <b>Unit 9:</b> 67H <b>Unit 10:</b> 205F, 235G, 261P

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>33c. Use standard English punctuation, including: Commas to separate words in a series. (ELA-3-E2)</b>
<b>Unit 6:</b> T40, T41, T60, T61, T76, T77, T232, T233, T252, T253, T274, T275

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>34. Capitalize the first word of a sentence, names of people, the pronoun <i>I</i>, and the names of months and days. (ELA-3-E2)</b>
<b>Unit 1:</b> T41, T59, T79, T243, T261, T281
<b>Unit 2:</b> T155, T175, T180, T287, T307
<b>Unit 3:</b> T27, T62, T97, T143, T179, T221, T249, T285
<b>Unit 4:</b> T37, T57, T77, T237, T255, T269
<b>Unit 5:</b> T75, T109, T113, T235, T315
<b>Unit 6:</b> T73, T113, T154, T207, T271, T291, T307
<b>Unit 7:</b> 25H, 45J, 65J, 91F, 99L
<b>Unit 8:</b> 123F, 153H, 179J, 195R
<b>Unit 10:</b> 157F, 235G, 261F, 261G, 261H, 261P

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>39b. Identify and use knowledge of parts of speech, including: Common conjunctions such as <i>and</i>, <i>but</i>, and <i>because</i>. (ELA-3-E4)</b>
<b>Unit 4:</b> T207
<b>Unit 5:</b> T315
<b>Unit 6:</b> T113
<b>Unit 7:</b> 23B, 43B, 45J, 63B, 65J, 81B, 89B, 91F, 99L
<b>Unit 8:</b> 121B, 129F, 151B, 153E, 153F, 153H, 177B, 179J, 193B, 195R
<b>Unit 10:</b> 157F, 200A, 261P

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>39c. Identify and use knowledge of parts of speech, including: Simple transition words including <i>first</i>, <i>second</i>, and <i>finally</i>. (ELA-3-E4)</b>
<b>Unit 4:</b> T207
<b>Unit 5:</b> T315
<b>Unit 6:</b> T113
<b>Unit 7:</b> 23B, 43B, 45J, 63B, 65J, 81B, 89B, 91F, 99L
<b>Unit 8:</b> 121B, 129F, 151B, 153E, 153F, 153H, 177B, 179J, 193B, 195R
<b>Unit 10:</b> 157F, 200A, 261P

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>40a. Spell grade-appropriate words, including: One-syllable words and selected grade-appropriate two-syllable words with regular spellings for long- and short-vowel sounds. (ELA-3-E5)</b>
<b>Unit 1:</b> T185, T203, T243  <b>Unit 2:</b> T212, T262  <b>Unit 3:</b> T27  <b>Unit 4:</b> T109, T179, T207, T297  <b>Unit 5:</b> T113, T173, T193, T223, T313  <b>Unit 6:</b> T45, T65, T77, T81, T99, T113, T125, T145, T163, T177, T193, T207, T219, T307  <b>Unit 7:</b> 11HH, 25G, 25H, 43F, 45F, 45G, 45H, 45I, 45J, 65F, 65G, 65H, 65I, 65J, 81D, 153F  <b>Unit 8:</b> 101FF, 111E, 111F, 123E, 123F, 129F, 153E, 153F, 153G, 153H, 179F, 179G  <b>Unit 9:</b> 51C, 67H  <b>Unit 10:</b> 137FF, 149E, 149F, 157E, 157F, 179F, 179G, 179H, 179I, 179J, 197F, 197G

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>41. Create phonetically spelled written work that can be read by the writer and others. (ELA-3-E5)</b>
<b>Unit 1:</b> T267, T309  <b>Unit 2:</b> T47, T69, T91, T111, T141, T163, T183, T200, T201, 212, T222, T223, T252, T253, T272, T273, T294, T295, T314, T315, T332, T333  <b>Unit 3:</b> T27, T43, T63, T79, T97, T123, T143, T157, T179, T195, T221, T235, T249, T269, T285  <b>Unit 4:</b> T25, T42, T43, T62, T63, T81, T97, T121, T143, T161, T176, T179, T196, T197 T216, T220, T221, T241, T256, T259, T273, T288, T289  <b>Unit 5:</b> T26, T27, T42, T43, T63, T81, T98, T99, T126, T127, T145, T161, T175, T192, T193, T222, T223, T244, T245, T266, T267, T287, T307  <b>Unit 6:</b> T26, T27, T45, T65, T77, T81, T96, T98, T99, T124, T125, T142, T145, T162, T163, T177, T193, T219, T237, T257, T276, T279, T298, T299  <b>Unit 7:</b> 11Z, 11HH, 12B, 26L, 45F, 46L, 65F, 66L, 83F, 86B, 92L, 97F, 98B, 99F  <b>Unit 8:</b> 101X, 101FF, 102B, 112B, 124L, 129F, 154L, 195F  <b>Unit 9:</b> 11X, 11FF, 12B, 36L, 37D, 38B, 54L, 67F, 70B, 84L, 89F, 90B, 120L 121D, 122C, 135H  <b>Unit 10:</b> 137X, 137FF, 138B, 150B, 158L, 179F, 180K, 180L, 197F, 200B, 206L, 219F, 220B, 236L, 261F, 261J

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>42a. Spell unfamiliar words using carious phonics strategies, including: Segmenting. (ELA-3-E5)</b>
<p><b>Unit 1:</b> T267, T289, T309</p> <p><b>Unit 2:</b> T28, T29, T47, T90, T91, T110, T111, T140, T141,T162, T163, T183, T200, T201, T222, T223, T252, T253, T272, T273, T314, T315, T332, T333</p> <p><b>Unit 3:</b> T27, T43, T62, T63, T79, T97, T123, T143, T157, T179, T195, T221, TT235, T249, T269, T285</p> <p><b>Unit 4:</b> T25, T42, T43, T62, T63, T81, T97, T121, T143, T161, T179, T196, T197, T220, T221, T241, T259, T273, T288, T289</p> <p><b>Unit 5:</b> T26, T27, T42, T43, T63, T81, T98, T99, T126, T127, T145, T161, T177, T192, T193, T222, T223, T244, T245, T266, T267, T287, T307</p> <p><b>Unit 6:</b> T26, T27, T45, T77, T81, T96, T97, T99, T120, T124, T125, T142, T143, T144, T145, T162, T163</p> <p><b>Unit 7:</b> 11HH, 11Z, 12B, 25E, 25F, 25G, 25H, 26L, 45F, 45G, 45H, 45I, 45J, 46L, 65F, 65G, 65H, 65I, 65J, 66L, 83F, 83G, 83H, 86B, 91E, 91F, 92L, 97F, 97G, 99C, 98B, 99F, 99K, 99L</p> <p><b>Unit 8:</b> 101X, 102B, 112B, 124L, 132B, 154L, 180L, 101FF, 111E, 111F, 123E, 123F, 129F, 153E, 153FG, 1653G, 153H, 179F, 179G, 179H, 179I, 179J, 195F, 195G, 195H, 195Q, 195R</p> <p><b>Unit 9:</b> 11X, 11FF, 12B, 35E, 35F, 35G, 35H, 36L, 37D, 37E, 38B, 38C, 53E, 53F, 53G, 54L, 67F, 67G, 67H, 70B, 83E, 83F, 84L, 89F, 90B, 119E, 119F, 119G, 119H, 120L, 121D, 122C, 122D, 135E, 135F, 135H, 135M, 135N</p> <p><b>Unit 10:</b> 137X, 137FF, 138B, 149E, 149F, 150B, 157E, 157F, 158L, 179F, 179G, 179H, 179I, 179J, 180L, 197F, 197G, 197H, 200B, 205E, 205F, 206L, 219F, 219G, 220B, 235E, 235F, 235G, 236L, 261F, 261G, 261H, 261I, 261O, 261P</p>

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>42b. Spell unfamiliar words using carious phonics strategies, including: Sounding out. (ELA-3-E5)</b>
<p><b>Unit 1:</b> T267, T289, T309</p> <p><b>Unit 2:</b> T28, T29, T47, T90, T91, T110, T111, T140, T141,T162, T163, T183, T200, T201, T222, T223, T252, T253, T272, T273, T314, T315, T332, T333</p> <p><b>Unit 3:</b> T27, T43, T62, T63, T79, T97, T123, T143, T157, T179, T195, T221, TT235, T249, T269, T285</p> <p><b>Unit 4:</b> T25, T42, T43, T62, T63, T81, T97, T121, T143, T161, T179, T196, T197, T220, T221, T241, T259, T273, T288, T289</p> <p><b>Unit 5:</b> T26, T27, T42, T43, T63, T81, T98, T99, T126, T127, T145, T161, T177, T192, T193, T222, T223, T244, T245, T266, T267, T287, T307</p> <p><b>Unit 6:</b> T26, T27, T45, T77, T81, T96, T97, T99, T120, T124, T125, T142, T143, T144, T145, T162, T163</p> <p><b>Unit 7:</b> 11HH, 11Z, 12B, 25E, 25F, 25G, 25H, 26L, 45F, 45G, 45H, 45I, 45J, 46L, 65F, 65G, 65H, 65I, 65J, 66L, 83F, 83G, 83H, 86B, 91E, 91F, 92L, 97F, 97G, 99C, 98B, 99F, 99K, 99L</p> <p><b>Unit 8:</b> 101X, 102B, 112B, 124L, 132B, 154L, 180L, 101FF, 111E, 111F, 123E, 123F, 129F, 153E, 153FG, 1653G, 153H, 179F, 179G, 179H, 179I, 179J, 195F, 195G, 195H, 195Q, 195R</p> <p><b>Unit 9:</b> 11X, 11FF, 12B, 35E, 35F, 35G, 35H, 36L, 37D, 37E, 38B, 38C, 53E, 53F, 53G, 54L, 67F, 67G, 67H, 70B, 83E, 83F, 84L, 89F, 90B, 119E, 119F, 119G, 119H, 120L, 121D, 122C, 122D, 135E, 135F, 135H, 135M, 135N</p> <p><b>Unit 10:</b> 137X, 137FF, 138B, 149E, 149F, 150B, 157E, 157F, 158L, 179F, 179G, 179H, 179I, 179J, 180L, 197F, 197G, 197H, 200B, 205E, 205F, 206L, 219F, 219G, 220B, 235E, 235F, 235G, 236L, 261F, 261G, 261H, 261I, 261O, 261P</p>

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>42d. Spell unfamiliar words using various phonics strategies, including: Using word walls and word banks. (ELA-3-E5)</b>
<b>Unit 1:</b> T267, T289, T309
<b>Unit 2:</b> T28, T29, T47, T90, T91, T110, T111, T140, T141, T162, T163, T183, T200, T201, T222, T223, T252, T253, T272, T273, T314, T315, T332, T333
<b>Unit 3:</b> T27, T43, T62, T63, T79, T97, T123, T143, T157, T179, T195, T221, T235, T249, T269, T285
<b>Unit 4:</b> T25, T42, T43, T62, T63, T81, T97, T121, T143, T161, T179, T196, T197, T220, T221, T241, T259, T273, T288, T289
<b>Unit 5:</b> T26, T27, T42, T43, T63, T81, T98, T99, T126, T127, T145, T161, T177, T192, T193, T222, T223, T244, T245, T266, T267, T287, T307
<b>Unit 6:</b> T26, T27, T45, T77, T81, T96, T97, T99, T120, T124, T125, T142, T143, T144, T145, T162, T163
<b>Unit 7:</b> 11HH, 11Z, 12B, 25E, 25F, 25G, 25H, 26L, 45F, 45G, 45H, 45I, 45J, 46L, 65F, 65G, 65H, 65I, 65J, 66L, 83F, 83G, 83H, 86B, 91E, 91F, 92L, 97F, 97G, 99C, 98B, 99F, 99K, 99L
<b>Unit 8:</b> 101X, 102B, 112B, 124L, 132B, 154L, 180L, 101FF, 111E, 111F, 123E, 123F, 129F, 153E, 153FG, 1653G, 153H, 179F, 179G, 179H, 179I, 179J, 195F, 195G, 195H, 195Q, 195R
<b>Unit 9:</b> 11X, 11FF, 12B, 35E, 35F, 35G, 35H, 36L, 37D, 37E, 38B, 38C, 53E, 53F, 53G, 54L, 67F, 67G, 67H, 70B, 83E, 83F, 84L, 89F, 90B, 119E, 119F, 119G, 119H, 120L, 121D, 122C, 122D, 135E, 135F, 135H, 135M, 135N
<b>Unit 10:</b> 137X, 137FF, 138B, 149E, 149F, 150B, 157E, 157F, 158L, 179F, 179G, 179H, 179I, 179J, 180L, 197F, 197G, 197H, 200B, 205E, 205F, 206L, 219F, 219G, 220B, 235E, 235F, 235G, 236L, 261F, 261G, 261H, 261J, 261O, 261P

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>43. Use a beginner's dictionary to verify correct spelling. (ELA-3-E5)</b>
<b>Unit 5:</b> T85
<b>Unit 6:</b> T141, T159, T173
<b>Unit 7:</b> 46N
<b>Unit 8:</b> 102, 129C
<b>Unit 9:</b> 53D
<b>Unit 10:</b> 179

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>44. Alphabetize to the first letter. (ELA-3-E5)</b>
<b>Unit 3:</b> T108, T242
<b>Unit 4:</b> T58, T78, T158
<b>Unit 7:</b> 65C, 65D
<b>Unit 8:</b> 129C
<b>Unit 9:</b> 35D
<b>Unit 10:</b> 149D

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>60. Use graphic organizers to categorize information and create informal outlines individually and during class discussions. (ELA-5-E3)</b>
<b>Unit 1:</b> T141, T161 <b>Unit 2:</b> T36, T56, T57, T80, T100, T119, T152, T172, T190 <b>Unit 3:</b> T90, T108, T150, T169, T189, T205 <b>Unit 4:</b> T91 <b>Unit 5:</b> T257, T259, T279, T299 <b>Unit 6:</b> T73, T74, T75, T91, T92, T109, T171, T222, T230, T231, T233, T241, T291 <b>Unit 7:</b> 65D <b>Unit 8:</b> 129D, 179D <b>Unit 9:</b> 67D, 83D <b>Unit 10:</b> 157D, 197D, 205D

## Unit 5

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>1a. Demonstrate understanding of phonemic awareness by: Creating and stating a series of rhyming words, including consonant blends. (ELA-1-E1)</b>
<b>Unit 1:</b> T141, T144, T161, T163, T173, T175, T179, T192, T199, T215, T224, T282, T318, T321 <b>Unit 2:</b> T68, T84, T147 <b>Unit 3:</b> T264 <b>Unit 4:</b> T61, T118, T237, T255, T269, T283, T297 <b>Unit 5:</b> T142, T191, T276 <b>Unit 6:</b> T62, T141, T159, T173, T189, T207, T277 <b>Unit 8:</b> 127B <b>Unit 9:</b> 37, 120M <b>Unit 10:</b> 180K, 261J

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>1b. Demonstrate understanding of phonemic awareness by: Distinguishing which words have the same target sound (i.e., beginning, medial, and final). (ELA-1-E1)</b>
<p><b>Unit 1:</b> T33, R42, T44, T46, R60, T61, T62, T64, T72, T80, T81, T84, T90, T98, T99, T101, T108, T124, T125, T128, T134, T142, T143, T146, T154, T162, T163, T164, T166, T172, T180, T182, T183, T184, T192, T201, T208, T224, T225, T226, T228, T244, T245, T247, T248, T262, T263, T264, T265, T274, T282, T283, T284, T289, T294, T304, T305, T306, T309, T316</p> <p><b>Unit 2:</b> T22, T23, T24, T25, T26, T28, T29, T40, T41, T44, T45, T47, T62, T63, T64, T65, T66, T69, T84, T85, T86, T88, T91, T104, T105, T106, T107, T108, T111, T135, T138, T139, T140, T141, T157, T158, T159, T160, T161, T163, T168, T177, T178, T179, T180, T183, T187, T194, T195, T196, T197, T201, T208, T216, T217, T219, T220, T223, T230, T246, T247, T248, T249, T250, T251, T253, T258, T266, T268, T272, T273, T280, T288, T289, T292, T295, T300, T308, T309, T310, T311, T312, T314, T315, T326, T327, T328, T329, T333</p> <p><b>Unit 3:</b> T22, T23, T24, T25, T26, T27, T38, T39, T40, T58, T59, T60, T62, T63, T76, T77, T79, T94, T95, T96, T97, T120, T121, T122, T123, T132, T140, T141, T143, T155, T156, T157, T164, T174, T175, T176, T179, T184, T192, T193, T195, T200, T216, T217, T218, T221, T232, T233, T234, T235, T239, T246, T247, T249, T256, T264, T265, T266, T267, T269, T273, T280, T282, T285</p> <p><b>Unit 4:</b> T22, T23, T25, T39, T40, T42, T43, T58, T59, T60, T63, T78, T79, T80, T81, T94, T95, T96, T97, T118, T119, T121, T138, T140, T141, T143, T159, T161, T177, T179, T194, T196, T197, T218, T221, T239, T240, T241, T257, T259, T271, T272, T273, T285, T286, T289</p> <p><b>Unit 5:</b> T22, T24, T27, T38, T42, T43, T60, T61, T63, T79, T81, T94, T95, T124, T126, T127, T143, T145, T158, T159, T161, T174, T175, T177, T190, T191, T192, T218, T219, T223, T240, T241, T242, T245, T263, T267, T285, T287, T304, T305, T307</p> <p><b>Unit 6:</b> T23, T24, T27, T42, T43, T45, T52, T54, T63, T65, T79, T80, T81, T96, T97, T190, T99, T123, T124, T125, T143, T145, T161, T162, T163, T177, T190, T191, T193, T216, T218, T219, T235, T236, T237, T254, T255, T257, T277, T279, T297, T299</p> <p><b>Unit 7:</b> 11HH, 12A, 12B, 25E, 25F, 25F, 25H, 26K, 45F, 45H, 46K-46L, 65F, 66K, 83G, 83H, 86A, 86B, 92K, 99C, 99F</p> <p><b>Unit 8:</b> 101W, 101FF, 102A, 102B, 111E, 111F, 112A, 112B, 123E, 123F, 124K, 124L, 129F, 132A, 153E, 153F, 153G, 153H, 179F, 179G, 179H, 179I, 179J, 180K, 195F, 195G, 195H, 195I, 195G, 195R</p> <p><b>Unit 9:</b> 11W, 11FF, 12A, 35E, 35F, 35G, 35H, 36K, 37E, 38A, 54K, 70A, 84K, 90A, 119E, 119F, 120K, 121, 122A, 135G</p> <p><b>Unit 10:</b> 137W, 137FF, 138A, 149E, 149F, 150A, 158K, 179H, 180K, 197F, 197G, 197H, 206K, 219F, 219G, 220A, 236K, 261I</p>



<b>Reading Essentials</b>
<b>Unit 5</b>
<b>1c. Demonstrate understanding of phonemic awareness by: Distinguishing long- and short-vowel sounds related to the same letter in one-syllable spoken words (e.g., the <i>a</i> is short in <i>ran</i> but long in <i>make</i>). (ELA-1-E1)</b>
<b>Unit 1:</b> T64, T84, T128, T166, T181, T200, T224, T264, T265, T267, T282, T286, T307
<b>Unit 2:</b> T44, T158, T246, T291
<b>Unit 3:</b> T38, T59, T77, T96, T122, T140, T141, T154, T156, T176, T193, T218, T234, T247, T267, T282
<b>Unit 4:</b> T23, T40, T60, T80, T94, T96, T118, T119, T121, T139, T140, T141, T158, T159, T177, T179, T193, T194, T196, T197, T216, T217, T218, T220, T221, T238, T239, T240, T241, T256, T257, T259, T270, T272, T273, T284, T285, T286, T287, T288, T289
<b>Unit 5:</b> T23, T38, T39, T61, T78, T79, T95, T123, T124, T142, T143, T159, T174, T175, T191, T219, T241, T262, T263, T265, T285, T304, T305
<b>Unit 6:</b> T22, T23, T24, T25, T43, T44, T62, T63, T64, T78, T79, T96, T97, T122, T123, T142, T143, T161, T162, T174, T175, T191, T192, T218, T235, T255, T276, T277, T296, T297, T298
<b>Unit 7:</b> 11Y, 11Z, 12A, 12B, 25E, 26K, 26L, 45G, 45H, 45I, 46K, 46L, 66K, 66L, 86A, 86B
<b>Unit 8:</b> 101W, 101X, 102A, 102B, 111E, 111F, 112A, 112B, 124K, 124L, 132A, 132B, 154K, 154L, 179H, 179I, 180K, 180L, 195I, 195J, 195Q
<b>Unit 9:</b> 11W, 12A, 12B, 12E, 35E, 35F, 35G, 36K, 36L, 36N, 38A, 38F, 38G, 53E, 53F, 54K, 54N, 54O, 67 G, 70A, 70B, 70D, 70E, 84K, 84L, 84N, 84O, 90A, 90B, 90D, 90E, 120K, 120L, 120N, 122A, 122B, 122D, 122F, 122G, 135G, 135H
<b>Unit 10:</b> 137W, 137X, 138A, 138B, 138E, 150A, 150B, 150D, 150E, 158K, 158L, 158N, 158O, 180K, 180L, 180N, 180O, 200A, 200B, 200D, 200E, 200F, 206K, 206L, 206P, 206Q, 220A, 20B, 220G, 236K, 236L, 236N, 236O, 261I

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>1d. Demonstrate understanding of phonemic awareness by: Segmenting single-syllable real and nonsense words with as many as five sounds (phonemes) into separate sounds (phonemes) and blending as many as five sounds (phonemes) into single-syllable real or nonsense words without looking at the word or letter in print. (ELA-1-E1)</b>
<b>Unit 1:</b> T102, T125, T148, T162, T163, T183, T186, T192, T225, T245, T250, T262, T266, T268, T283, T286, T289, T290, T305, T307, T308, T309, T310
<b>Unit 2:</b> T23, T24, T26, T42, T45, T47, T63, T64, T66, T67, T68, T84, T85, T86, T88, T105, T106, T108, T135, T138, T139, T157, T160, T177, T180, T181, T196, T198, T199, T216, T220, T247, T249, T250, T267, T270, T289, T292, T293, T309, T312, T327, T330
<b>Unit 3:</b> T24, T28, T29, T40, T44, T45, T60, T64, T65, T77, T80, T96, T98, T122, T123, T124, T125, T126, T141, T144, T145, T158, T176, T180, T181, T193, T196, T218, T222, T223, T234, T236, T247, T250, T267, T270, T271, T282, T286, T287, T288
<b>Unit 4:</b> T23, T24, T25, T26, T28, T29, T40, T44, T60, T64, T80, T82, T96, T98, T118, T119, T121, T122, T141, T144, T145, T158, T159, T162, T163, T177, T194, T196, T198, T199, T218, T222, T223, T239, T240, T242, T257, T272, T274, T286, T290, T291
<b>Unit 5:</b> T23, T24, T28, T29, T39, T40, T44, T45, T61, T64, T79, T94, T95, T96, T100, T101, T123, T124, T128, T129, T143, T144, T158, T159, T160, T161, T162, T163, T175, T176, T177, T178, T190, T191, T194, T219, T220, T224, T225, T241, T242, T246, T263, T264, T268, T269, T285, T288, T289, T305, T308
<b>Unit 6:</b> T24, T28, T29, T30, T31, T32, T43, T46, T63, T79, T80, T82, T97, T100, T123, T143, T144, T146, T147, T161, T175, T178, T191, T192, T218, T235, T236, T238, T239, T255, T258, T259, T260, T277, T278, T280, T297, T300
<b>Unit 7:</b> 11Y, 12A, 26K, 46K, 66K, 86A, 92K, 98A, 99E
<b>Unit 8:</b> 101W, 102A, 112A, 124K, 132A, 154K, 180K, 195I
<b>Unit 9:</b> 11W, 12A, 36K, 38A, 54K, 70A, 84K, 90A, 120K, 122A, 135G
<b>Unit 10:</b> 137W, 138A, 150A, 158K, 180K, 200, 200A, 206K, 220A, 236K, 261I

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>1e. Demonstrate understanding of phonemic awareness by: Adding, deleting, or substituting sounds (phonemes) to create new words. (ELA-1-E1)</b>
<b>Unit 1:</b> T64, T84, T128, T144, T166, T180, T182, T201, T208, T224, T225, T244, T245, T263, T282, T289, T304, T307, T309
<b>Unit 2:</b> T22, T40, T62, T63, T84, T90, T104, T105, T134, T135, T156, T157, T176, T177, T194, T195, T196, T198, T216, T217, 220, T246, T247, T249, T266, T267, T268, T288, T308, T309, T326, T327
<b>Unit 3:</b> T22, T94, T174, T192, T246, T264
<b>Unit 4:</b> T192
<b>Unit 5:</b> T22, T94, T142, T143, T304
<b>Unit 6:</b> T190, T254
<b>Unit 7:</b> 99F
<b>Unit 8:</b> 124L

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>2a. Demonstrate understanding of phonics by: Decoding simple words using word-attack strategies including letter-sound correspondence for consonants spelled with one letter and with digraphs, short and long vowels spelled with one letter, diphthongs, consonant blends, r-controlled vowels, and long vowels spelled with more than one letter, including silent e. (ELA-1-E1)</b>
<p><b>Unit 1:</b> T28, T29, T30, T45, T46, T62, T63, T82, T83, T98, T100, T101, T128, T145, T146, T165, T166, T183, T184, T209, T226, T266, T278, T284, T306</p> <p><b>Unit 2:</b> T22, T25, T40, T43, T47, T65, T68, T85, T87, T88, T107, T110, T137, T140, T141, T151, T157, T159, T162, T163, T179, T182, T194, T197, T200, T201, T218, T219, T222, T223, T246, T248, T252, T253, T261, T269, T270, T272, T273, T288, T290, T294, T295, T310, T311, T313, T314, T315, T326, T329, T332, T333</p> <p><b>Unit 3:</b> T22, T23, T39, T58, T59, T62, T76, T77, T95, T120, T121, T140, T154, T155, T175, T192, T216, T217, T232, T233, T246, T247, T265, T266, T280, T281</p> <p><b>Unit 4:</b> T39, T59, T78, T79, T95, T118, T138, T139, T140, T158, T176, T192, T193, T216, T217, T239, T240, T256, T257, T270, T271, T284, T285</p> <p><b>Unit 5:</b> T22, T23, T38, T39, T61, T78, T94, T95, T122, T123, T124, T125, T142, T144, T158, T159, T160, T174, T175, T176, T177, T190, T191, T192, T218, T219, T240, T241, T242, T262, T263, T265, T284, T285, T286, 306</p> <p><b>Unit 6:</b> T23, T25, T42-T44, T62, T63, T64, T78, T79, T80, T97, T98, T122, T142, T143, T144, T160, T174, T175, T176, T190, T191, T192, T216, T235, T254, T255, T256, T277, T278, T296, T298</p> <p><b>Unit 7:</b> 11Y, 11Z, 12A, 12B, 12E, 25E, 25F, 25G, 26K, 26L, 26O, 45F, 45G, 45H, 45I, 46K, 46L, 46O, 65F, 65G, 65H, 65I, 66K, 66L, 66O, 83F, 83G, 83H, 86A, 86B, 86E, 91E, 92K, 92L, 92O, 97F, 97G, 98A, 98B, 99C, 99E, 99F, 99K</p> <p><b>Unit 8:</b> 101W, 101X, 102A, 102B, 102E, 111E, 111F, 112A, 112B, 112E, 123E, 124K, 124L, 124O, 129F, 132A, 132B, 132E, 153E, 153F, 153G, 154K, 154L, 154O, 179F, 179G, 179H, 179I, 180K, 180L, 180O, 195F, 195G, 195H, 195J, 195Q</p> <p><b>Unit 9:</b> 11W, 11X, 12A, 12B, 12D, 12E, 35E, 35F, 35G, 36K, 36L, 36N, 37E, 38A, 38F, 38G, 53E, 53F, 54K, 54L, 54N, 54O, 67F, 67G, 67H, 70A, 70B, 70D, 70E, 83E, 84K, 84L, 84N, 84O, 89E, 90A, 90B, 90D, 90E, 119E, 119F, 119G, 120K, 120L, 120N, 121D, 122A, 122B, 122C, 122D, 122F, 122G, 135E, 135F, 135G, 135H, 135M</p> <p><b>Unit 10:</b> 137W, 137X, 137FF, 138A, 138B, 138E, 149E, 149F, 150A, 150B, 150D, 150E, 152, 157E, 157F, 158K, 158L, 158N, 158O, 179F, 179G, 179H, 179I, 180K, 180L, 180N, 197F, 197G, 197H, 200A, 200B, 200D, 200E, 205E, 205F, 206K, 206L, 206P, 206Q, 219F, 219G, 220A, 220B, 220F, 220G, 235E, 235F, 235G, 236K, 236L, 236N, 236O, 261F, 261G, 261H, 261I, 261O, 261P</p>

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>2b. Demonstrate understanding of phonics by: Reading one- and two-syllable words with short- and long-vowel sounds spelled with common spelling patterns. (ELA-1-E1)</b>
<b>Unit 1:</b> T64, T84, T128, T166, T181, T200, T224, T264, T265, T267, T282, T286, T307
<b>Unit 2:</b> T44, T158, T246, T291
<b>Unit 3:</b> T38, T59, T77, T96, T122, T140, T141, T154, T156, T176, T193, T218, T234, T247, T267, T282
<b>Unit 4:</b> T23, T40, T60, T80, T94, T96, T118, T119, T121, T139, T140, T141, T158, T159, T177, T179, T193, T194, T196, T197, T216, T217, T218, T220, T221, T238, T239, T240, T241, T256, T257, T259, T270, T272, T273, T284, T285, T286, T287, T288, T289
<b>Unit 5:</b> T23, T38, T39, T61, T78, T79, T95, T123, T124, T142, T143, T159, T174, T175, T191, T219, T241, T262, T263, T265, T285, T304, T305
<b>Unit 6:</b> T22, T23, T24, T25, T43, T44, T62, T63, T64, T78, T79, T96, T97, T122, T123, T142, T143, T161, T162, T174, T175, T191, T192, T218, T235, T255, T276, T277, T296, T297, T298
<b>Unit 7:</b> 11Y, 11Z, 12A, 12B, 25E, 26K, 26L, 45G, 45H, 45I, 46K, 46L, 66K, 66L, 86A, 86B
<b>Unit 8:</b> 101W, 101X, 102A, 102B, 111E, 111F, 112A, 112B, 124K, 124L, 132A, 132B, 154K, 154L, 179H, 179I, 180K, 180L, 195I, 195J, 195Q
<b>Unit 9:</b> 11W, 12A, 12B, 12E, 35E, 35F, 35G, 36K, 36L, 36N, 38A, 38F, 38G, 53E, 53F, 54K, 54N, 54O, 67 G, 70A, 70B, 70D, 70E, 84K, 84L, 84N, 84O, 90A, 90B, 90D, 90E, 120K, 120L, 120N, 122A, 122B, 122D, 122F, 122G, 135G, 135H
<b>Unit 10:</b> 137W, 137X, 138A, 138B, 138E, 150A, 150B, 150D, 150E, 158K, 158L, 158N, 158O, 180K, 180L, 180N, 180O, 200A, 200B, 200D, 200E, 200F, 206K, 206L, 206P, 206Q, 220A, 20B, 220G, 236K, 236L, 236N, 236O, 261I

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>2c. Demonstrate understanding of phonics by: Identifying and reading words from common word families. (ELA-1-E1)</b>
<b>Unit 1:</b> T141, T144, T161, T163, T173, T175, T179, T192, T199, T215, T224, T282, T315, T321
<b>Unit 2:</b> T22, T28, T41, T45, T62, T66, T84, T147, T246
<b>Unit 3:</b> T61, T192, T246, T264
<b>Unit 4:</b> T11, T237, T255, T269, T283, T297
<b>Unit 5:</b> T60, T142, T190, T240, T242, T276, T304
<b>Unit 6:</b> T24, T79, T141, T173, T189, T190, T207, T296
<b>Unit 8:</b> 109A, 123E, 125, 127
<b>Unit 9:</b> 35G, 37, 53E, 53F, 53G, 120M, 121
<b>Unit 10:</b> 177E, 261J

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>2e. Demonstrate understanding of phonics by: Reading high-frequency, grade-appropriate nonphonetic words with automaticity). (ELA-1-E1)</b>
<b>Unit 1:</b> T66, T67, T89, T102, T103, T107, T133, T147, T148, T149, T153, T171, T185, T186, T187, T191, T207, T233, T250, T251, T253, T273, T290, T293, T310, T315  <b>Unit 2:</b> T44, T53, T70, T71, T75, T78, T92, T93, T95, T112, T113, T115, T143, T147, T165, T167, T185, T203, T207, T224, T225, T229, T255, T257, T275, T279, T296, T297, T299, T316, T317, T319, T334, T335  <b>Unit 3:</b> T22, T28, T29, T44, T45, T49, T64, T80, T83, T96, T101, T124, T125, T126, T131, T158, T163, T180, T181, TT183, T196, T199, T225, T236, T239, T250, T255, T267, T270, T271, T286, T287  <b>Unit 4:</b> T22, T26, T28, T29, T38, T49, T67, T85, T94, T98, T101, T122, T127, T145, T147, T162, T163, T165, T181, T198, T223, T227, T242, T245, T274  <b>Unit 5:</b> T24, T26, TT29, T49, T623, T64, T67, T83, T100, T103, T129, T133, T149, T162, T165, T179, T181, T190, T199, T229, T251, T264, T273, T293  <b>Unit 6:</b> T24, T46, T62, T64, T82, T96, T103, T126, T127, T131, T146, T147, T161, T162, T163, T178, T179  <b>Unit 7:</b> 66, 99F  <b>Unit 8:</b> 101X, 102B, 136, 154K, 195L  <b>Unit 9:</b> 12E, 36K, 54P, 84O, 122G, 135H  <b>Unit 10:</b> 138F, 141, 150B, 150E, 166, 170, 174, 189, 206N, 220D, 261J

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>5. Identify grade-appropriate contractions (e.g., <i>can't</i>, <i>isn't</i>, <i>don't</i>). (ELA-1-E1)</b>
<b>Unit 2:</b> T330  <b>Unit 4:</b> T194  <b>Unit 5:</b> T89  <b>Unit 6:</b> T69, T166  <b>Unit 8:</b> 112, 120, 139, 140, 179F, 179G, 179H, 195G, 195H  <b>Unit 9:</b> 90A  <b>Unit 10:</b> 179F, 179G, 179H

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>9. Identify that the first sentence in a paragraph is indented. (ELA-1-E2)</b>
<p><b>Unit 1:</b> T54, T66, T67, T79, T102, T103, T148, T149, T186, T187, T250, T251, T268, T269, T277, T290, T291, T310, T311</p> <p><b>Unit 2:</b> T30, T31, T48, T49, T56, T70, T71, T92, T93, T98, T112, T113, T120, T142, T143, T150, T164, T165, T170, T184, T185, T202, T203, T224, T225, T232, T254, T255, T274, T275, T282, T296, T297, T302, T316, T317, T320, T334, T335</p> <p><b>Unit 3:</b> T28, T29, T44, T45, T52, T64, T65, T70, T80, T81, T88, T98, T99, T106, T124, T125, T144, T145, T148, T158, T159, T180, T181, T196, T197, T22, T223, T226, T236, T237, T250, T251, T270, T271, T274, T286, T287</p> <p><b>Unit 4:</b> T26, T27, T44, T45, T52, T82, T83, T98, T99, T104, T122, T123, T132, T144, T145, T152, T162, T163, T170, T186, T198, T199, T202, T222, T223, T232, T242, T243, T250, T274, T275, T278, T290, T291</p> <p><b>Unit 5:</b> T28, T29, T44, T45, T64, T65, T100, T101, T128, T129, T162, T163, T178, T179, T194, T195, T224, T225, T246, T247, T268, T269, T288, T289</p> <p><b>Unit 6:</b> T28, T29, T30, T31, T32, T33, T46, T47, T83, T100, T101, T108, T126, T127, T146, T147, T178, T179, T233, T238, T239, T258, T259, T260, T261, T270, T280, T281, T300, T301</p> <p><b>Unit 7:</b> 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 23A, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 43D, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 63D, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 81A, 86, 87, 88, 89, 89A, 92, 93, 94, 95, 95A, 98, 99</p> <p><b>Unit 8:</b> 102, 103, 104, 105, 106, 107, 108, 109, 109A, 109B, 111E, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 121A, 124, 125, 126, 127, 127A, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 151A, 151B, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 177A, 177B, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 193A, 193B</p> <p><b>Unit 9:</b> 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 33A, 36, 37, 37A, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 51A, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 65A, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 81A, 84, 85, 86, 87, 87A, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 117A, 121A, 133A</p> <p><b>Unit 10:</b> 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 147A, 150, 151, 152, 153, 154, 155, 155A, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 177A, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195A, 200, 201, 202, 203, 203A, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 217A, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 233A, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 259A</p>

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>10. Identify table of contents in a book. (ELA-1-E3)</b>
<b>Unit 1:</b> T50, T55, T70, T88, T106, T132, T152, T170, T190, T206, T232, T252, T272  <b>Unit 2:</b> T52, T74, T146, T206, T228, T278  <b>Unit 3:</b> T48, T130, T146, T162, T182, T198, T254  <b>Unit 4:</b> T48, T66, T84, T126, T133, T146, T164, T226, T244, T260, T276  <b>Unit 5:</b> T48, T66, T82, T102, T132, T148, T180, T198, T228, T250, T272, T292  <b>Unit 6:</b> T48  <b>Unit 7:</b> 65A, 66M,  <b>Unit 8:</b> 102C, 112C, 124M, 129A, 132C, 154M, 180M  <b>Unit 9:</b> 12C, 36M, 38E, 54M, 70C, 84M, 90C, 120M, 122E  <b>Unit 10:</b> 150C, 158M, 180M, 200C, 206O, 220E, 236M

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>18. Demonstrate oral reading fluency of at least 40 words per minute in first-grade text with appropriate phrasing and intonation. (ELA-1-E7)</b>
<b>Unit 2:</b> T54, T117, T147, T151, T167, T171, T257, T259, T299, T303  <b>Unit 3:</b> T45, T49, T66, T100, T146, T165, T182, T198, T200, T224, T238, T257, T270, T272, T286, T289  <b>Unit 4:</b> T127, T130, T145, T147, T148, T150, T153, T165, T166, T168, T181, T184, T199, T201, T278, T292  <b>Unit 5:</b> T50, T52, T70, T178, T179, T194, T224, T225, T232, T246, T268, T277, T288  <b>Unit 6:</b> T39, T51, T52, T53, T54, T55, T57, T67, T68, T69, T70, T71, T73, T82, T84, T85, T86, T87, T88, T89, T100, T101, T103, T104, T105, T106, T107, T109, T127, T130, T131, T132, T133, T134, T135, T137, T146, T149, T150, T151, T152, T153, T155, T165, T165, T167, T169, T181, T182, T183, T185, T197, T198, T199, T200, T201, T203, T223, T224, T225, T226, T227, T229, T243, T244, T245, T246, T247, T249, T258, T265, T266, T267, T268, T269, T271, T280, T287, T285, T286, T288, T289, T291, T302  <b>Unit 7:</b> 12F, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 23C, 24, 26O, 26, 27, 28, 29, 30, 31, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 43C, 44, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63C, 64, 66, 66O, 66P, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 86, 89, 89C, 90, 92M, 92, 93, 94, 95A, 95B, 95C, 94, 96, 98  <b>Unit 8:</b> 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121C, 122, 124, 126, 128, 132E, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 154O, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 177C, 178, 180O, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193C, 194  <b>Unit 9:</b> 12E, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 33C, 38G, 38H, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 51C, 51E, 54O, 54P, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65C, 70E, 70F, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 81E, 84O, 84P, 84, 85, 86, 7, 90E, 90F, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 117C, 122G, 122H, 122, 123, 124, 125, 126, 127, 128, 130, 131, 133C, 135I  <b>Unit 10:</b> 138F, 150E, 158O, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 180O, 200E, 206Q, 214, 217E, 220G, 236O, 237, 238, 246, 247, 256, 261K

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>26. Write simple stories with a central idea or event; a beginning, middle, and end; and details. (ELA-2-E1)</b>
<b>Unit 1:</b> T54, T92, T97, T110, T115, T136, T156, T174, T194, T210, T215, T298, T303, T318, T323
<b>Unit 2:</b> T56, T78, T98, T120, T150, T170, T188, T210, T232, T260, T282, T302, T320
<b>Unit 3:</b> T52, T70, T75, T88, T93, T106, T134, T139, T148, T153, T168, T173, T186, T191, T202, T207, T226, T258, T274
<b>Unit 4:</b> T37, T52, T72, T77, T88, T104, T132, T152, T170, T186, T202, T232, T250, T264, T278
<b>Unit 5:</b> T108, T136, T184, T204, T234, T256, T278, T298
<b>Unit 6:</b> T38, T41, T58, T77, T92, T95, T97, T110, T113, T129, T138, T139, T141, T145, T156, T159, T170, T173, T189, T204, T207
<b>Unit 7:</b> 95A
<b>Unit 9:</b> 83A
<b>Unit 10:</b> 137FF, 149E, 149F, 157A, 157E, 157F, 177E, 179F, 179G, 179H, 179I, 179J, 197F, 197G, 197H, 205E, 205F, 219F, 219G, 235E, 235F, 235G, 259F, 261C, 261F, 261G, 261H, 261M, 261O, 261P

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>27. Use specific action and descriptive words when writing a story, description, or narration (e.g., stomped instead of walked and magnificent instead of big) for a specific purpose and/or audience. (ELA-2-E2)</b>
<b>Unit 2:</b> T61, T83
<b>Unit 3:</b> T149, T173, T187, T277
<b>Unit 5:</b> T37, T57, T59, T77, T239, T261, T276, T283, T303
<b>Unit 7:</b> 25G, 91E
<b>Unit 8:</b> 11F, 153E, 153F, 153G, 179H, 179I, 195H
<b>Unit 9:</b> 35E, 51E, 67H, 89F, 119E, 119F, 121B
<b>Unit 10:</b> 149F, 179I, 205E



<b>Reading Essentials</b>
<b>Unit 5</b>
<b>29a. Independently write a variety of grade-appropriate compositions, including: Simple letters, notes, and stories. (ELA-2-E4)</b>
<b>Unit 1:</b> T175, T196, T277, T318
<b>Unit 2:</b> T56, T58, T152, T262, T287, T307
<b>Unit 3:</b> T70, T91, T134, T148, T153, T171, T173, T189, T191, T207, T245
<b>Unit 4:</b> T55, T72, T269
<b>Unit 5:</b> T167
<b>Unit 6:</b> T56, T72, T110, T159, T173, T186, T189
<b>Unit 7:</b> 23A, 25A, 25F, 25H, 43A, 45H, 63A, 65A, 65H, 81A, 83A, 83H, 89A, 95A
<b>Unit 8:</b> 107, 109A, 121A, 127A, 139, 151A, 177A, 193A, 195G, 195H, 195Q
<b>Unit 9:</b> 19, 33A, 37A, 50, 51A, 59, 81A, 87A, 117A, 121A, 133A
<b>Unit 10:</b> 144, 184, 230, 239, 259F

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>31a. Write for various purposes, including: Responses that include simple judgments about stories and texts. (ELA-2-E6)</b>
<b>Unit 5:</b> T40, T41, T76, T77, T94, T95, T112, T113
<b>Unit 6:</b> T238, T239, T260, T261, T282, T283, T302, T303, T314, T315

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>32. Write a legible sentence demonstrating proper figure grounding on a line and appropriate spacing between words. (ELA-3-E1)</b>
<b>Unit 1:</b> T28, T29, T30, T31, T33, T45, T46, T62, T63, T83, T100, T101, T115, T126, T127, T129, T145, T146, T165, T166, T183, T184, T185, T203, T215, T248, T249, T266, T267, T323
<b>Unit 2:</b> T89, T125, T221, T237, T307, T341
<b>Unit 3:</b> T111, T171, T207, T260, T284, T295
<b>Unit 4:</b> T61, T109, T160, T207, T297
<b>Unit 5:</b> T97, T113, T173, T209, T283, T315
<b>Unit 6:</b> T113, T207, T307
<b>Unit 7:</b> 25H, 45J, 65J, 91F, 99L
<b>Unit 8:</b> 123F, 153H, 179J, 195R
<b>Unit 9:</b> 35H, 53G, 83F, 119H, 135N
<b>Unit 10:</b> 157F, 179J, 205F, 235G, 261P

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>33a. Use standard English punctuation, including: Correctly writing common contractions such as <i>isn't</i>, <i>we'll</i>, and <i>I'd</i>. (E:A-3-E2)</b>
<b>Unit 2:</b> T330 <b>Unit 4:</b> T194 <b>Unit 5:</b> T89 <b>Unit 6:</b> T69, T166 <b>Unit 8:</b> 112, 120, 139, 140, 179F, 179G, 179H, 195G, 195H <b>Unit 9:</b> 90A <b>Unit 10:</b> 179F, 179G, 179H

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>39a. Identify and use knowledge of parts of speech, including: Basic singular and plural nouns, pronouns, and verbs. (ELA-3-E4)</b>
<b>Unit 4:</b> T207  <b>Unit 5:</b> T315  <b>Unit 6:</b> T113  <b>Unit 7:</b> 23B, 43B, 45J, 63B, 65J, 81B, 89B, 91F, 99L  <b>Unit 8:</b> 121B, 129F, 151B, 153E, 153F, 153H, 177B, 179J, 193B, 195R  <b>Unit 10:</b> 157F, 200A, 261P

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>40a. Spell grade-appropriate words, including: One-syllable words and selected grade-appropriate two-syllable words with regular spellings for long- and short-vowel sounds. (ELA-3-E5)</b>
<b>Unit 1:</b> T185, T203, T243  <b>Unit 2:</b> T212, T262  <b>Unit 3:</b> T27  <b>Unit 4:</b> T109, T179, T207, T297  <b>Unit 5:</b> T113, T173, T193, T223, T313  <b>Unit 6:</b> T45, T65, T77, T81, T99, T113, T125, T145, T163, T177, T193, T207, T219, T307  <b>Unit 7:</b> 11HH, 25G, 25H, 43F, 45F, 45G, 45H, 45I, 45J, 65F, 65G, 65H, 65I, 65J, 81D, 153F  <b>Unit 8:</b> 101FF, 111E, 111F, 123E, 123F, 129F, 153E, 153F, 153G, 153H, 179F, 179G  <b>Unit 9:</b> 51C, 67H  <b>Unit 10:</b> 137FF, 149E, 149F, 157E, 157F, 179F, 179G, 179H, 179I, 179J, 197F, 197G

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>41. Create phonetically spelled written work that can be read by the writer and others. (ELA-3-E5)</b>
<p><b>Unit 1:</b> T267, T309</p> <p><b>Unit 2:</b> T47, T69, T91, T111, T141, T163, T183, T200, T201, 212, T222, T223, T252, T253, T272, T273, T294, T295, T314, T315, T332, T333</p> <p><b>Unit 3:</b> T27, T43, T63, T79, T97, T123, T143, T157, T179, T195, T221, T235, T249, T269, T285</p> <p><b>Unit 4:</b> T25, T42, T43, T62, T63, T81, T97, T121, T143, T161, T176, T179, T196, T197 T216, T220, T221, T241, T256, T259, T273, T288, T289</p> <p><b>Unit 5:</b> T26, T27, T42, T43, T63, T81, T98, T99, T126, T127, T145, T161, T175, T192, T193, T222, T223, T244, T245, T266, T267, T287, T307</p> <p><b>Unit 6:</b> T26, T27, T45, T65, T77, T81, T96, T98, T99, T124, T125, T142, T145, T162, T163, T177, T193, T219, T237, T257, T276, T279, T298, T299</p> <p><b>Unit 7:</b> 11Z, 11HH, 12B, 26L, 45F, 46L, 65F, 66L, 83F, 86B, 92L, 97F, 98B, 99F</p> <p><b>Unit 8:</b> 101X, 101FF, 102B, 112B, 124L, 129F, 154L, 195F</p> <p><b>Unit 9:</b> 11X, 11FF, 12B, 36L, 37D, 38B, 54L, 67F, 70B, 84L, 89F, 90B, 120L 121D, 122C, 135H</p> <p><b>Unit 10:</b> 137X, 137FF, 138B, 150B, 158L, 179F, 180K, 180L, 197F, 200B, 206L, 219F, 220B, 236L, 261F, 261J</p>

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>42a. Spell unfamiliar words using carious phonics strategies, including: Segmenting. (ELA-3-E5)</b>
<p><b>Unit 1:</b> T267, T289, T309</p> <p><b>Unit 2:</b> T28, T29, T47, T90, T91, T110, T111, T140, T141, T162, T163, T183, T200, T201, T222, T223, T252, T253, T272, T273, T314, T315, T332, T333</p> <p><b>Unit 3:</b> T27, T43, T62, T63, T79, T97, T123, T143, T157, T179, T195, T221, TT235, T249, T269, T285</p> <p><b>Unit 4:</b> T25, T42, T43, T62, T63, T81, T97, T121, T143, T161, T179, T196, T197, T220, T221, T241, T259, T273, T288, T289</p> <p><b>Unit 5:</b> T26, T27, T42, T43, T63, T81, T98, T99, T126, T127, T145, T161, T177, T192, T193, T222, T223, T244, T245, T266, T267, T287, T307</p> <p><b>Unit 6:</b> T26, T27, T45, T77, T81, T96, T97, T99, T120, T124, T125, T142, T143, T144, T145, T162, T163</p> <p><b>Unit 7:</b> 11HH, 11Z, 12B, 25E, 25F, 25G, 25H, 26L, 45F, 45G, 45H, 45I, 45J, 46L, 65F, 65G, 65H, 65I, 65J, 66L, 83F, 83G, 83H, 86B, 91E, 91F, 92L, 97F, 97G, 99C, 98B, 99F, 99K, 99L</p> <p><b>Unit 8:</b> 101X, 102B, 112B, 124L, 132B, 154L, 180L, 101FF, 111E, 111F, 123E, 123F, 129F, 153E, 153FG, 1653G, 153H, 179F, 179G, 179H, 179I, 179J, 195F, 195G, 195H, 195Q, 195R</p> <p><b>Unit 9:</b> 11X, 11FF, 12B, 35E, 35F, 35G, 35H, 36L, 37D, 37E, 38B, 38C, 53E, 53F, 53G, 54L, 67F, 67G, 67H, 70B, 83E, 83F, 84L, 89F, 90B, 119E, 119F, 119G, 119H, 120L, 121D, 122C, 122D, 135E, 135F, 135H, 135M, 135N</p> <p><b>Unit 10:</b> 137X, 137FF, 138B, 149E, 149F, 150B, 157E, 157F, 158L, 179F, 179G, 179H, 179I, 179J, 180L, 197F, 197G, 197H, 200B, 205E, 205F, 206L, 219F, 219G, 220B, 235E, 235F, 235G, 236L, 261F, 261G, 261H, 261J, 261O, 261P</p>

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>42d. Spell unfamiliar words using various phonics strategies, including: Using word walls and word banks. (ELA-3-E5)</b>
<b>Unit 1:</b> T267, T289, T309
<b>Unit 2:</b> T28, T29, T47, T90, T91, T110, T111, T140, T141, T162, T163, T183, T200, T201, T222, T223, T252, T253, T272, T273, T314, T315, T332, T333
<b>Unit 3:</b> T27, T43, T62, T63, T79, T97, T123, T143, T157, T179, T195, T221, T235, T249, T269, T285
<b>Unit 4:</b> T25, T42, T43, T62, T63, T81, T97, T121, T143, T161, T179, T196, T197, T220, T221, T241, T259, T273, T288, T289
<b>Unit 5:</b> T26, T27, T42, T43, T63, T81, T98, T99, T126, T127, T145, T161, T177, T192, T193, T222, T223, T244, T245, T266, T267, T287, T307
<b>Unit 6:</b> T26, T27, T45, T77, T81, T96, T97, T99, T120, T124, T125, T142, T143, T144, T145, T162, T163
<b>Unit 7:</b> 11HH, 11Z, 12B, 25E, 25F, 25G, 25H, 26L, 45F, 45G, 45H, 45I, 45J, 46L, 65F, 65G, 65H, 65I, 65J, 66L, 83F, 83G, 83H, 86B, 91E, 91F, 92L, 97F, 97G, 99C, 98B, 99F, 99K, 99L
<b>Unit 8:</b> 101X, 102B, 112B, 124L, 132B, 154L, 180L, 101FF, 111E, 111F, 123E, 123F, 129F, 153E, 153FG, 1653G, 153H, 179F, 179G, 179H, 179I, 179J, 195F, 195G, 195H, 195Q, 195R
<b>Unit 9:</b> 11X, 11FF, 12B, 35E, 35F, 35G, 35H, 36L, 37D, 37E, 38B, 38C, 53E, 53F, 53G, 54L, 67F, 67G, 67H, 70B, 83E, 83F, 84L, 89F, 90B, 119E, 119F, 119G, 119H, 120L, 121D, 122C, 122D, 135E, 135F, 135H, 135M, 135N
<b>Unit 10:</b> 137X, 137FF, 138B, 149E, 149F, 150B, 157E, 157F, 158L, 179F, 179G, 179H, 179I, 179J, 180L, 197F, 197G, 197H, 200B, 205E, 205F, 206L, 219F, 219G, 220B, 235E, 235F, 235G, 236L, 261F, 261G, 261H, 261J, 261O, 261P

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>43. Use a beginner's dictionary to verify correct spelling. (ELA-3-E5)</b>
<b>Unit 5:</b> T85
<b>Unit 6:</b> T141, T159, T173
<b>Unit 7:</b> 46N
<b>Unit 8:</b> 102, 129C
<b>Unit 9:</b> 53D
<b>Unit 10:</b> 179

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>44. Alphabetize to the first letter. (ELA-3-E5)</b>
<b>Unit 3:</b> T108, T242
<b>Unit 4:</b> T58, T78, T158
<b>Unit 7:</b> 65C, 65D
<b>Unit 8:</b> 129C
<b>Unit 9:</b> 35D
<b>Unit 10:</b> 149D

## Unit 6

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>1a. Demonstrate understanding of phonemic awareness by: Creating and stating a series of rhyming words, including consonant blends. (ELA-1-E1)</b>
<b>Unit 1:</b> T141, T144, T161, T163, T173, T175, T179, T192, T199, T215, T224, T282, T318, T321
<b>Unit 2:</b> T68, T84, T147
<b>Unit 3:</b> T264
<b>Unit 4:</b> T61, T118, T237, T255, T269, T283, T297
<b>Unit 5:</b> T142, T191, T276
<b>Unit 6:</b> T62, T141, T159, T173, T189, T207, T277
<b>Unit 8:</b> 127B
<b>Unit 9:</b> 37, 120M
<b>Unit 10:</b> 180K, 261J

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>1b. Demonstrate understanding of phonemic awareness by: Distinguishing which words have the same target sound (i.e., beginning, medial, and final). (ELA-1-E1)</b>
<p><b>Unit 1:</b> T33, R42, T44, T46, R60, T61, T62, T64, T72, T80, T81, T84, T90, T98, T99, T101, T108, T124, T125, T128, T134, T142, T143, T146, T154, T162, T163, T164, T166, T172, T180, T182, T183, T184, T192, T201, T208, T224, T225, T226, T228, T244, T245, T247, T248, T262, T263, T264, T265, T274, T282, T283, T284, T289, T294, T304, T305, T306, T309, T316</p> <p><b>Unit 2:</b> T22, T23, T24, T25, T26, T28, T29, T40, T41, T44, T45, T47, T62, T63, T64, T65, T66, T69, T84, T85, T86, T88, T91, T104, T105, T106, T107, T108, T111, T135, T138, T139, T140, T141, T157, T158, T159, T160, T161, T163, T168, T177, T178, T179, T180, T183, T187, T194, T195, T196, T197, T201, T208, T216, T217, T219, T220, T223, T230, T246, T247, T248, T249, T250, T251, T253, T258, T266, T268, T272, T273, T280, T288, T289, T292, T295, T300, T308, T309, T310, T311, T312, T314, T315, T326, T327, T328, T329, T333</p> <p><b>Unit 3:</b> T22, T23, T24, T25, T26, T27, T38, T39, T40, T58, T59, T60, T62, T63, T76, T77, T79, T94, T95, T96, T97, T120, T121, T122, T123, T132, T140, T141, T143, T155, T156, T157, T164, T174, T175, T176, T179, T184, T192, T193, T195, T200, T216, T217, T218, T221, T232, T233, T234, T235, T239, T246, T247, T249, T256, T264, T265, T266, T267, T269, T273, T280, T282, T285</p> <p><b>Unit 4:</b> T22, T23, T25, T39, T40, T42, T43, T58, T59, T60, T63, T78, T79, T80, T81, T94, T95, T96, T97, T118, T119, T121, T138, T140, T141, T143, T159, T161, T177, T179, T194, T196, T197, T218, T221, T239, T240, T241, T257, T259, T271, T272, T273, T285, T286, T289</p> <p><b>Unit 5:</b> T22, T24, T27, T38, T42, T43, T60, T61, T63, T79, T81, T94, T95, T124, T126, T127, T143, T145, T158, T159, T161, T174, T175, T177, T190, T191, T192, T218, T219, T223, T240, T241, T242, T245, T263, T267, T285, T287, T304, T305, T307</p> <p><b>Unit 6:</b> T23, T24, T27, T42, T43, T45, T52, T54, T63, T65, T79, T80, T81, T96, T97, T190, T99, T123, T124, T125, T143, T145, T161, T162, T163, T177, T190, T191, T193, T216, T218, T219, T235, T236, T237, T254, T255, T257, T277, T279, T297, T299</p> <p><b>Unit 7:</b> 11HH, 12A, 12B, 25E, 25F, 25F, 25H, 26K, 45F, 45H, 46K-46L, 65F, 66K, 83G, 83H, 86A, 86B, 92K, 99C, 99F</p> <p><b>Unit 8:</b> 101W, 101FF, 102A, 102B, 111E, 111F, 112A, 112B, 123E, 123F, 124K, 124L, 129F, 132A, 153E, 153F, 153G, 153H, 179F, 179G, 179H, 179I, 179J, 180K, 195F, 195G, 195H, 195I, 195G, 195R</p> <p><b>Unit 9:</b> 11W, 11FF, 12A, 35E, 35F, 35G, 35H, 36K, 37E, 38A, 54K, 70A, 84K, 90A, 119E, 119F, 120K, 121, 122A, 135G</p> <p><b>Unit 10:</b> 137W, 137FF, 138A, 149E, 149F, 150A, 158K, 179H, 180K, 197F, 197G, 197H, 206K, 219F, 219G, 220A, 236K, 261I</p>

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>1c. Demonstrate understanding of phonemic awareness by: Distinguishing long- and short-vowel sounds related to the same letter in one-syllable spoken words (e.g., the <i>a</i> is short in <i>ran</i> but long in <i>make</i>). (ELA-1-E1)</b>
<b>Unit 1:</b> T64, T84, T128, T166, T181, T200, T224, T264, T265, T267, T282, T286, T307
<b>Unit 2:</b> T44, T158, T246, T291
<b>Unit 3:</b> T38, T59, T77, T96, T122, T140, T141, T154, T156, T176, T193, T218, T234, T247, T267, T282
<b>Unit 4:</b> T23, T40, T60, T80, T94, T96, T118, T119, T121, T139, T140, T141, T158, T159, T177, T179, T193, T194, T196, T197, T216, T217, T218, T220, T221, T238, T239, T240, T241, T256, T257, T259, T270, T272, T273, T284, T285, T286, T287, T288, T289
<b>Unit 5:</b> T23, T38, T39, T61, T78, T79, T95, T123, T124, T142, T143, T159, T174, T175, T191, T219, T241, T262, T263, T265, T285, T304, T305
<b>Unit 6:</b> T22, T23, T24, T25, T43, T44, T62, T63, T64, T78, T79, T96, T97, T122, T123, T142, T143, T161, T162, T174, T175, T191, T192, T218, T235, T255, T276, T277, T296, T297, T298
<b>Unit 7:</b> 11Y, 11Z, 12A, 12B, 25E, 26K, 26L, 45G, 45H, 45I, 46K, 46L, 66K, 66L, 86A, 86B
<b>Unit 8:</b> 101W, 101X, 102A, 102B, 111E, 111F, 112A, 112B, 124K, 124L, 132A, 132B, 154K, 154L, 179H, 179I, 180K, 180L, 195I, 195J, 195Q
<b>Unit 9:</b> 11W, 12A, 12B, 12E, 35E, 35F, 35G, 36K, 36L, 36N, 38A, 38F, 38G, 53E, 53F, 54K, 54N, 54O, 67 G, 70A, 70B, 70D, 70E, 84K, 84L, 84N, 84O, 90A, 90B, 90D, 90E, 120K, 120L, 120N, 122A, 122B, 122D, 122F, 122G, 135G, 135H
<b>Unit 10:</b> 137W, 137X, 138A, 138B, 138E, 150A, 150B, 150D, 150E, 158K, 158L, 158N, 158O, 180K, 180L, 180N, 180O, 200A, 200B, 200D, 200E, 200F, 206K, 206L, 206P, 206Q, 220A, 20B, 220G, 236K, 236L, 236N, 236O, 261I

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>1d. Demonstrate understanding of phonemic awareness by: Segmenting single-syllable real and nonsense words with as many as five sounds (phonemes) into separate sounds (phonemes) and blending as many as five sounds (phonemes) into single-syllable real or nonsense words without looking at the word or letter in print. (ELA-1-E1)</b>
<b>Unit 1:</b> T102, T125, T148, T162, T163, T183, T186, T192, T225, T245, T250, T262, T266, T268, T283, T286, T289, T290, T305, T307, T308, T309, T310
<b>Unit 2:</b> T23, T24, T26, T42, T45, T47, T63, T64, T66, T67, T68, T84, T85, T86, T88, T105, T106, T108, T135, T138, T139, T157, T160, T177, T180, T181, T196, T198, T199, T216, T220, T247, T249, T250, T267, T270, T289, T292, T293, T309, T312, T327, T330
<b>Unit 3:</b> T24, T28, T29, T40, T44, T45, T60, T64, T65, T77, T80, T96, T98, T122, T123, T124, T125, T126, T141, T144, T145, T158, T176, T180, T181, T193, T196, T218, T222, T223, T234, T236, T247, T250, T267, T270, T271, T282, T286, T287, T288
<b>Unit 4:</b> T23, T24, T25, T26, T28, T29, T40, T44, T60, T64, T80, T82, T96, T98, T118, T119, T121, T122, T141, T144, T145, T158, T159, T162, T163, T177, T194, T196, T198, T199, T218, T222, T223, T239, T240, T242, T257, T272, T274, T286, T290, T291
<b>Unit 5:</b> T23, T24, T28, T29, T39, T40, T44, T45, T61, T64, T79, T94, T95, T96, T100, T101, T123, T124, T128, T129, T143, T144, T158, T159, T160, T161, T162, T163, T175, T176, T177, T178, T190, T191, T194, T219, T220, T224, T225, T241, T242, T246, T263, T264, T268, T269, T285, T288, T289, T305, T308
<b>Unit 6:</b> T24, T28, T29, T30, T31, T32, T43, T46, T63, T79, T80, T82, T97, T100, T123, T143, T144, T146, T147, T161, T175, T178, T191, T192, T218, T235, T236, T238, T239, T255, T258, T259, T260, T277, T278, T280, T297, T300
<b>Unit 7:</b> 11Y, 12A, 26K, 46K, 66K, 86A, 92K, 98A, 99E
<b>Unit 8:</b> 101W, 102A, 112A, 124K, 132A, 154K, 180K, 195I
<b>Unit 9:</b> 11W, 12A, 36K, 38A, 54K, 70A, 84K, 90A, 120K, 122A, 135G
<b>Unit 10:</b> 137W, 138A, 150A, 158K, 180K, 200, 200A, 206K, 220A, 236K, 261I

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>1e. Demonstrate understanding of phonemic awareness by: Adding, deleting, or substituting sounds (phonemes) to create new words. (ELA-1-E1)</b>
<b>Unit 1:</b> T64, T84, T128, T144, T166, T180, T182, T201, T208, T224, T225, T244, T245, T263, T282, T289, T304, T307, T309
<b>Unit 2:</b> T22, T40, T62, T63, T84, T90, T104, T105, T134, T135, T156, T157, T176, T177, T194, T195, T196, T198, T216, T217, T220, T246, T247, T249, T266, T267, T268, T288, T308, T309, T326, T327
<b>Unit 3:</b> T22, T94, T174, T192, T246, T264
<b>Unit 4:</b> T192
<b>Unit 5:</b> T22, T94, T142, T143, T304
<b>Unit 6:</b> T190, T254
<b>Unit 7:</b> 99F
<b>Unit 8:</b> 124L



<b>Reading Essentials</b>
<b>Unit 6</b>
<b>2a. Demonstrate understanding of phonics by: Decoding simple words using word-attack strategies including letter-sound correspondence for consonants spelled with one letter and with digraphs, short and long vowels spelled with one letter, diphthongs, consonant blends, r-controlled vowels, and long vowels spelled with more than one letter, including silent e. (ELA-1-E1)</b>
<p><b>Unit 1:</b> T28, T29, T30, T45, T46, T62, T63, T82, T83, T98, T100, T101, T128, T145, T146, T165, T166, T183, T184, T209, T226, T266, T278, T284, T306</p> <p><b>Unit 2:</b> T22, T25, T40, T43, T47, T65, T68, T85, T87, T88, T107, T110, T137, T140, T141, T151, T157, T159, T162, T163, T179, T182, T194, T197, T200, T201, T218, T219, T222, T223, T246, T248, T252, T253, T261, T269, T270, T272, T273, T288, T290, T294, T295, T310, T311, T313, T314, T315, T326, T329, T332, T333</p> <p><b>Unit 3:</b> T22, T23, T39, T58, T59, T62, T76, T77, T95, T120, T121, T140, T154, T155, T175, T192, T216, T217, T232, T233, T246, T247, T265, T266, T280, T281</p> <p><b>Unit 4:</b> T39, T59, T78, T79, T95, T118, T138, T139, T140, T158, T176, T192, T193, T216, T217, T239, T240, T256, T257, T270, T271, T284, T285</p> <p><b>Unit 5:</b> T22, T23, T38, T39, T61, T78, T94, T95, T122, T123, T124, T125, T142, T144, T158, T159, T160, T174, T175, T176, T177, T190, T191, T192, T218, T219, T240, T241, T242, T262, T263, T265, T284, T285, T286, 306</p> <p><b>Unit 6:</b> T23, T25, T42-T44, T62, T63, T64, T78, T79, T80, T97, T98, T122, T142, T143, T144, T160, T174, T175, T176, T190, T191, T192, T216, T235, T254, T255, T256, T277, T278, T296, T298</p> <p><b>Unit 7:</b> 11Y, 11Z, 12A, 12B, 12E, 25E, 25F, 25G, 26K, 26L, 26O, 45F, 45G, 45H, 45I, 46K, 46L, 46O, 65F, 65G, 65H, 65I, 66K, 66L, 66O, 83F, 83G, 83H, 86A, 86B, 86E, 91E, 92K, 92L, 92O, 97F, 97G, 98A, 98B, 99C, 99E, 99F, 99K</p> <p><b>Unit 8:</b> 101W, 101X, 102A, 102B, 102E, 111E, 111F, 112A, 112B, 112E, 123E, 124K, 124L, 124O, 129F, 132A, 132B, 132E, 153E, 153F, 153G, 154K, 154L, 154O, 179F, 179G, 179H, 179I, 180K, 180L, 180O, 195F, 195G, 195H, 195J, 195Q</p> <p><b>Unit 9:</b> 11W, 11X, 12A, 12B, 12D, 12E, 35E, 35F, 35G, 36K, 36L, 36N, 37E, 38A, 38F, 38G, 53E, 53F, 54K, 54L, 54N, 54O, 67F, 67G, 67H, 70A, 70B, 70D, 70E, 83E, 84K, 84L, 84N, 84O, 89E, 90A, 90B, 90D, 90E, 119E, 119F, 119G, 120K, 120L, 120N, 121D, 122A, 122B, 122C, 122D, 122F, 122G, 135E, 135F, 135G, 135H, 135M</p> <p><b>Unit 10:</b> 137W, 137X, 137FF, 138A, 138B, 138E, 149E, 149F, 150A, 150B, 150D, 150E, 152, 157E, 157F, 158K, 158L, 158N, 158O, 179F, 179G, 179H, 179I, 180K, 180L, 180N, 197F, 197G, 197H, 200A, 200B, 200D, 200E, 205E, 205F, 206K, 206L, 206P, 206Q, 219F, 219G, 220A, 220B, 220F, 220G, 235E, 235F, 235G, 236K, 236L, 236N, 236O, 261F, 261G, 261H, 261I, 261O, 261P</p>

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>2b. Demonstrate understanding of phonics by: Reading one- and two-syllable words with short- and long-vowel sounds spelled with common spelling patterns. (ELA-1-E1)</b>
<b>Unit 1:</b> T64, T84, T128, T166, T181, T200, T224, T264, T265, T267, T282, T286, T307
<b>Unit 2:</b> T44, T158, T246, T291
<b>Unit 3:</b> T38, T59, T77, T96, T122, T140, T141, T154, T156, T176, T193, T218, T234, T247, T267, T282
<b>Unit 4:</b> T23, T40, T60, T80, T94, T96, T118, T119, T121, T139, T140, T141, T158, T159, T177, T179, T193, T194, T196, T197, T216, T217, T218, T220, T221, T238, T239, T240, T241, T256, T257, T259, T270, T272, T273, T284, T285, T286, T287, T288, T289
<b>Unit 5:</b> T23, T38, T39, T61, T78, T79, T95, T123, T124, T142, T143, T159, T174, T175, T191, T219, T241, T262, T263, T265, T285, T304, T305
<b>Unit 6:</b> T22, T23, T24, T25, T43, T44, T62, T63, T64, T78, T79, T96, T97, T122, T123, T142, T143, T161, T162, T174, T175, T191, T192, T218, T235, T255, T276, T277, T296, T297, T298
<b>Unit 7:</b> 11Y, 11Z, 12A, 12B, 25E, 26K, 26L, 45G, 45H, 45I, 46K, 46L, 66K, 66L, 86A, 86B
<b>Unit 8:</b> 101W, 101X, 102A, 102B, 111E, 111F, 112A, 112B, 124K, 124L, 132A, 132B, 154K, 154L, 179H, 179I, 180K, 180L, 195I, 195J, 195Q
<b>Unit 9:</b> 11W, 12A, 12B, 12E, 35E, 35F, 35G, 36K, 36L, 36N, 38A, 38F, 38G, 53E, 53F, 54K, 54N, 54O, 67 G, 70A, 70B, 70D, 70E, 84K, 84L, 84N, 84O, 90A, 90B, 90D, 90E, 120K, 120L, 120N, 122A, 122B, 122D, 122F, 122G, 135G, 135H
<b>Unit 10:</b> 137W, 137X, 138A, 138B, 138E, 150A, 150B, 150D, 150E, 158K, 158L, 158N, 158O, 180K, 180L, 180N, 180O, 200A, 200B, 200D, 200E, 200F, 206K, 206L, 206P, 206Q, 220A, 20B, 220G, 236K, 236L, 236N, 236O, 261I

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>2c. Demonstrate understanding of phonics by: Identifying and reading words from common word families. (ELA-1-E1)</b>
<b>Unit 1:</b> T141, T144, T161, T163, T173, T175, T179, T192, T199, T215, T224, T282, T315, T321
<b>Unit 2:</b> T22, T28, T41, T45, T62, T66, T84, T147, T246
<b>Unit 3:</b> T61, T192, T246, T264
<b>Unit 4:</b> T11, T237, T255, T269, T283, T297
<b>Unit 5:</b> T60, T142, T190, T240, T242, T276, T304
<b>Unit 6:</b> T24, T79, T141, T173, T189, T190, T207, T296
<b>Unit 8:</b> 109A, 123E, 125, 127
<b>Unit 9:</b> 35G, 37, 53E, 53F, 53G, 120M, 121
<b>Unit 10:</b> 177E, 261J

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>2d. Demonstrate understanding of phonics by: Recognizing base words with their inflectional forms (e.g., suffixes, -s, -es, -ed, -ing, -est, -er). (ELA-1-E1)</b>
<b>Unit 1:</b> T272  <b>Unit 3:</b> T156, T218, T282  <b>Unit 4:</b> T23, T227, T261, T272  <b>Unit 5:</b> T124, T177, T191, T220, T221, T242, T305  <b>Unit 6:</b> T43, T217, T218, T219, T225, T236, T297  <b>Unit 7:</b> 12A, 12B, 40, 66K, 98  <b>Unit 8:</b> 101X, 112A, 124K  <b>Unit 9:</b> 67G, 67H, 83E, 120K, 122A, 135G, 135M  <b>Unit 10:</b> 138A, 150A

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>2e. Demonstrate understanding of phonics by: Reading high-frequency, grade-appropriate nonphonetic words with automaticity). (ELA-1-E1)</b>
<b>Unit 1:</b> T66, T67, T89, T102, T103, T107, T133, T147, T148, T149, T153, T171, T185, T186, T187, T191, T207, T233, T250, T251, T253, T273, T290, T293, T310, T315  <b>Unit 2:</b> T44, T53, T70, T71, T75, T78, T92, T93, T95, T112, T113, T115, T143, T147, T165, T167, T185, T203, T207, T224, T225, T229, T255, T257, T275, T279, T296, T297, T299, T316, T317, T319, T334, T335  <b>Unit 3:</b> T22, T28, T29, T44, T45, T49, T64, T80, T83, T96, T101, T124, T125, T126, T131, T158, T163, T180, T181, TT183, T196, T199, T225, T236, T239, T250, T255, T267, T270, T271, T286, T287  <b>Unit 4:</b> T22, T26, T28, T29, T38, T49, T67, T85, T94, T98, T101, T122, T127, T145, T147, T162, T163, T165, T181, T198, T223, T227, T242, T245, T274  <b>Unit 5:</b> T24, T26, TT29, T49, T623, T64, T67, T83, T100, T103, T129, T133, T149, T162, T165, T179, T181, T190, T199, T229, T251, T264, T273, T293  <b>Unit 6:</b> T24, T46, T62, T64, T82, T96, T103, T126, T127, T131, T146, T147, T161, T162, T163, T178, T179  <b>Unit 7:</b> 66, 99F  <b>Unit 8:</b> 101X, 102B, 136, 154K, 195L  <b>Unit 9:</b> 12E, 36K, 54P, 84O, 122G, 135H  <b>Unit 10:</b> 138F, 141, 150B, 150E, 166, 170, 174, 189, 206N, 220D, 261J

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>4. Identify grade-appropriate compound words in print. (ELA-1-E1)</b>
<b>Unit 1:</b> T323  <b>Unit 3:</b> T77  <b>Unit 4:</b> T137, T157, T175, T177, T191, T207, T292  <b>Unit 5:</b> T26, T51, T152, T279  <b>Unit 8:</b> 112A, 135, 169  <b>Unit 9:</b> 13, 90A, 115, 119E, 119F, 119G, 135E  <b>Unit 10:</b> 193, 197G, 197H, 205E, 261G

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>5. Identify grade-appropriate contractions (e.g., <i>can't</i>, <i>isn't</i>, <i>don't</i>). (ELA-1-E1)</b>
<b>Unit 2:</b> T330  <b>Unit 4:</b> T194  <b>Unit 5:</b> T89  <b>Unit 6:</b> T69, T166  <b>Unit 8:</b> 112, 120, 139, 140, 179F, 179G, 179H, 195G, 195H  <b>Unit 9:</b> 90A  <b>Unit 10:</b> 179F, 179G, 179H

<b>Reading and Responding</b>
<b>Standard 1:</b>
<b>9. Identify that the first sentence in a paragraph is indented. (ELA-1-E2)</b>
<p><b>Unit 1:</b> T54, T66, T67, T79, T102, T103, T148, T149, T186, T187, T250, T251, T268, T269, T277, T290, T291, T310, T311</p> <p><b>Unit 2:</b> T30, T31, T48, T49, T56, T70, T71, T92, T93, T98, T112, T113, T120, T142, T143, T150, T164, T165, T170, T184, T185, T202, T203, T224, T225, T232, T254, T255, T274, T275, T282, T296, T297, T302, T316, T317, T320, T334, T335</p> <p><b>Unit 3:</b> T28, T29, T44, T45, T52, T64, T65, T70, T80, T81, T88, T98, T99, T106, T124, T125, T144, T145, T148, T158, T159, T180, T181, T196, T197, T22, T223, T226, T236, T237, T250, T251, T270, T271, T274, T286, T287</p> <p><b>Unit 4:</b> T26, T27, T44, T45, T52, T82, T83, T98, T99, T104, T122, T123, T132, T144, T145, T152, T162, T163, T170, T186, T198, T199, T202, T222, T223, T232, T242, T243, T250, T274, T275, T278, T290, T291</p> <p><b>Unit 5:</b> T28, T29, T44, T45, T64, T65, T100, T101, T128, T129, T162, T163, T178, T179, T194, T195, T224, T225, T246, T247, T268, T269, T288, T289</p> <p><b>Unit 6:</b> T28, T29, T30, T31, T32, T33, T46, T47, T83, T100, T101, T108, T126, T127, T146, T147, T178, T179, T233, T238, T239, T258, T259, T260, T261, T270, T280, T281, T300, T301</p> <p><b>Unit 7:</b> 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 23A, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 43D, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 63D, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 81A, 86, 87, 88, 89, 89A, 92, 93, 94, 95, 95A, 98, 99</p> <p><b>Unit 8:</b> 102, 103, 104, 105, 106, 107, 108, 109, 109A, 109B, 111E, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 121A, 124, 125, 126, 127, 127A, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 151A, 151B, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 177A, 177B, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 193A, 193B</p> <p><b>Unit 9:</b> 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 33A, 36, 37, 37A, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 51A, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 65A, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 81A, 84, 85, 86, 87, 87A, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 117A, 121A, 133A</p> <p><b>Unit 10:</b> 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 147A, 150, 151, 152, 153, 154, 155, 155A, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 177A, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195A, 200, 201, 202, 203, 203A, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 217A, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 233A, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 259A</p>

<b>Reading and Responding</b>
<b>Standard 1:</b>
<b>10. Identify table of contents in a book. (ELA-1-E3)</b>
<b>Unit 1:</b> T50, T55, T70, T88, T106, T132, T152, T170, T190, T206, T232, T252, T272  <b>Unit 2:</b> T52, T74, T146, T206, T228, T278  <b>Unit 3:</b> T48, T130, T146, T162, T182, T198, T254  <b>Unit 4:</b> T48, T66, T84, T126, T133, T146, T164, T226, T244, T260, T276  <b>Unit 5:</b> T48, T66, T82, T102, T132, T148, T180, T198, T228, T250, T272, T292  <b>Unit 6:</b> T48  <b>Unit 7:</b> 65A, 66M,  <b>Unit 8:</b> 102C, 112C, 124M, 129A, 132C, 154M, 180M  <b>Unit 9:</b> 12C, 36M, 38E, 54M, 70C, 84M, 90C, 120M, 122E  <b>Unit 10:</b> 150C, 158M, 180M, 200C, 206O, 220E, 236M

<b>Reading and Responding</b>
<b>Standard 1:</b>
<b>11. Demonstrate ability to read and follow two-step written directions. (ELA-1-E3)</b>
<b>Unit 3:</b> T275  <b>Unit 6:</b> T155, T169, T291, T303  <b>Unit 10:</b> 155D

<b>Reading and Responding</b>
<b>Standard 1:</b>
<b>18. Demonstrate oral reading fluency of at least 40 words per minute in first-grade text with appropriate phrasing and intonation. (ELA-1-E7)</b>
<b>Unit 2:</b> T54, T117, T147, T151, T167, T171, T257, T259, T299, T303
<b>Unit 3:</b> T45, T49, T66, T100, T146, T165, T182, T198, T200, T224, T238, T257, T270, T272, T286, T289
<b>Unit 4:</b> T127, T130, T145, T147, T148, T150, T153, T165, T166, T168, T181, T184, T199, T201, T278, T292
<b>Unit 5:</b> T50, T52, T70, T178, T179, T194, T224, T225, T232, T246, T268, T277, T288
<b>Unit 6:</b> T39, T51, T52, T53, T54, T55, T57, T67, T68, T69, T70, T71, T73, T82, T84, T85, T86, T87, T88, T89, T100, T101, T103, T104, T105, T106, T107, T109, T127, T130, T131, T132, T133, T134, T135, T137, T146, T149, T150, T151, T152, T153, T155, T165, T165, T167, T169, T181, T182, T183, T185, T197, T198, T199, T200, T201, T203, T223, T224, T225, T226, T227, T229, T243, T244, T245, T246, T247, T249, T258, T265, T266, T267, T268, T269, T271, T280, T287, T285, T286, T288, T289, T291, T302
<b>Unit 7:</b> 12F, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 23C, 24, 26O, 26, 27, 28, 29, 30, 31, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 43C, 44, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63C, 64, 66, 66O, 66P, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 86, 89, 89C, 90, 92M, 92, 93, 94, 95A, 95B, 95C, 94, 96, 98
<b>Unit 8:</b> 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121C, 122, 124, 126, 128, 132E, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 154O, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 177C, 178, 180O, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193C, 194
<b>Unit 9:</b> 12E, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 33C, 38G, 38H, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 51C, 51E, 54O, 54P, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65C, 70E, 70F, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 81E, 84O, 84P, 84, 85, 86, 7, 90E, 90F, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 117C, 122G, 122H, 122, 123, 124, 125, 126, 127, 128, 130, 131, 133C, 135I
<b>Unit 10:</b> 138F, 150E, 158O, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 180O, 200E, 206Q, 214, 217E, 220G, 236O, 237, 238, 246, 247, 256, 261K

<b>Writing</b>
<b>Standard 2:</b>
<b>27. Use specific action and descriptive words when writing a story, description, or narration (e.g., stomped instead of walked and magnificent instead of big) for a specific purpose and/or audience. (ELA-2-E2)</b>
<b>Unit 2:</b> T61, T83
<b>Unit 3:</b> T149, T173, T187, T277
<b>Unit 5:</b> T37, T57, T59, T77, T239, T261, T276, T283, T303
<b>Unit 7:</b> 25G, 91E
<b>Unit 8:</b> 11F, 153E, 153F, 153G, 179H, 179I, 195H
<b>Unit 9:</b> 35E, 51E, 67H, 89F, 119E, 119F, 121B
<b>Unit 10:</b> 149F, 179I, 205E

<b>Writing</b>
<b>Standard 2:</b>
<b>29a. Independently write a variety of grade-appropriate compositions, including: Simple letters, notes, and stories. (ELA-2-E4)</b>
<b>Unit 1:</b> T175, T196, T277, T318  <b>Unit 2:</b> T56, T58, T152, T262, T287, T307  <b>Unit 3:</b> T70, T91, T134, T148, T153, T171, T173, T189, T191, T207, T245  <b>Unit 4:</b> T55, T72, T269  <b>Unit 5:</b> T167  <b>Unit 6:</b> T56, T72, T110, T159, T173, T186, T189  <b>Unit 7:</b> 23A, 25A, 25F, 25H, 43A, 45H, 63A, 65A, 65H, 81A, 83A, 83H, 89A, 95A  <b>Unit 8:</b> 107, 109A, 121A, 127A, 139, 151A, 177A, 193A, 195G, 195H, 195Q  <b>Unit 9:</b> 19, 33A, 37A, 50, 51A, 59, 81A, 87A, 117A, 121A, 133A  <b>Unit 10:</b> 144, 184, 230, 239, 259F

<b>Writing</b>
<b>Standard 2:</b>
<b>29b. Independently write a variety of grade-appropriate compositions, including: Simple informational descriptions. (ELA-2-E4)</b>
<b>Unit 1:</b> T175, T196, T277, T318  <b>Unit 2:</b> T56, T58, T152, T262, T287, T307  <b>Unit 3:</b> T70, T91, T134, T148, T153, T171, T173, T189, T191, T207, T245  <b>Unit 4:</b> T55, T72, T269  <b>Unit 5:</b> T167  <b>Unit 6:</b> T56, T72, T110, T159, T173, T186, T189  <b>Unit 7:</b> 23A, 25A, 25F, 25H, 43A, 45H, 63A, 65A, 65H, 81A, 83A, 83H, 89A, 95A  <b>Unit 8:</b> 107, 109A, 121A, 127A, 139, 151A, 177A, 193A, 195G, 195H, 195Q  <b>Unit 9:</b> 19, 33A, 37A, 50, 51A, 59, 81A, 87A, 117A, 121A, 133A  <b>Unit 10:</b> 144, 184, 230, 239, 259F



<b>Writing/Proofreading</b>
<b>Standard 3:</b>
<b>33a. Use standard English punctuation, including: Correctly writing common contractions such as <i>isn't</i>, <i>we'll</i>, and <i>I'd</i>. (ELA-3-E2)</b>
<b>Unit 2:</b> T330 <b>Unit 4:</b> T194 <b>Unit 5:</b> T89 <b>Unit 6:</b> T69, T166 <b>Unit 8:</b> 112, 120, 139, 140, 179F, 179G, 179H, 195G, 195H <b>Unit 9:</b> 90A <b>Unit 10:</b> 179F, 179G, 179H

<b>Writing/Proofreading</b>
<b>Standard 3:</b>
<b>33b. Use standard English punctuation, including: Periods, exclamation points, and question marks at the end of sentences. (ELA-3-E2)</b>
<b>Unit 1:</b> T161, T243, T261, T281 <b>Unit 2:</b> T155, T175, T193, T287, T292, T307, T312 <b>Unit 3:</b> T27, T62, T97, T143, T179, T187, T221, T249, T285 <b>Unit 4:</b> T137, T157, T175, T237, T255, T269 <b>Unit 5:</b> T75, T113, T315 <b>Unit 6:</b> T113, T185, T203, T207, T307 <b>Unit 7:</b> 45J <b>Unit 8:</b> 111F, 123F, 153H, 179J, 195F, 195H, 195R <b>Unit 9:</b> 67H <b>Unit 10:</b> 205F, 235G, 261P

<b>Writing/Proofreading</b>
<b>Standard 3:</b>
<b>33c. Use standard English punctuation, including: Commas to separate words in a series. (ELA-3-E2)</b>
<b>Unit 6:</b> T40, T41, T60, T61, T76, T77, T232, T233, T252, T253, T274, T275

<b>Writing/Proofreading</b>
<b>Standard 3:</b>
<b>34. Capitalize the first word of a sentence, names of people, the pronoun <i>I</i>, and the names of months and days. (ELA-3-E2)</b>
<b>Unit 1:</b> T41, T59, T79, T243, T261, T281  <b>Unit 2:</b> T155, T175, T180, T287, T307  <b>Unit 3:</b> T27, T62, T97, T143, T179, T221, T249, T285  <b>Unit 4:</b> T37, T57, T77, T237, T255, T269  <b>Unit 5:</b> T75, T109, T113, T235, T315  <b>Unit 6:</b> T73, T113, T154, T207, T271, T291, T307  <b>Unit 7:</b> 25H, 45J, 65J, 91F, 99L  <b>Unit 8:</b> 123F, 153H, 179J, 195R  <b>Unit 10:</b> 157F, 235G, 261F, 261G, 261H, 261P

<b>Writing/Proofreading</b>
<b>Standard 3:</b>
<b>36. Identify and use a subject and verb when writing a complete sentence. (ELA-3-E3)</b>
<b>Unit 2:</b> T294, T295  <b>Unit 3:</b> T153, T173, T207, T263, T279, T295  <b>Unit 4:</b> T207, T297  <b>Unit 5:</b> T113, T315  <b>Unit 6:</b> T113, T207, T307  <b>Unit 7:</b> 23B, 25H, 45J, 63B, 65H, 65J, 81B, 89B, 91F, 93F, 99L  <b>Unit 8:</b> 109B, 121B, 123F, 127B, 129F, 151B, 153E, 153F, 153H, 177B, 179J, 193B, 195R  <b>Unit 9:</b> 67H  <b>Unit 10:</b> 157F, 179J, 200A, 261P

<b>Writing/Proofreading</b>
<b>Standard 3:</b>
<b>37. Distinguish between a complete and an incomplete sentence. (ELA-3-E3)</b>
<b>Unit 1:</b> T88, T89, T99, T243, T261, T281  <b>Unit 2:</b> T175, T193, T263, T285  <b>Unit 3:</b> T191  <b>Unit 4:</b> T80, T297  <b>Unit 5:</b> T30, T57, T75, T189, T315  <b>Unit 7:</b> 26O, 45I, 45J, 65H, 65J, 66O, 86E, 91F, 99L  <b>Unit 8:</b> 129F, 153E, 153F, 153H, 195H, 195Q, 195R  <b>Unit 9:</b> 53F, 67F, 67G, 67H, 117D, 121B  <b>Unit 10:</b> 137FF, 149E, 149F, 149G, 157F, 179I, 200A

<b>Writing/Proofreading</b>
<b>Standard 3:</b>
<b>39a. Identify and use knowledge of parts of speech, including: Basic singular and plural nouns, pronouns, and verbs. (ELA-3-E4)</b>
<b>Unit 4:</b> T207  <b>Unit 5:</b> T315  <b>Unit 6:</b> T113  <b>Unit 7:</b> 23B, 43B, 45J, 63B, 65J, 81B, 89B, 91F, 99L  <b>Unit 8:</b> 121B, 129F, 151B, 153E, 153F, 153H, 177B, 179J, 193B, 195R  <b>Unit 10:</b> 157F, 200A, 261P

<b>Writing/Proofreading</b>
<b>Standard 3:</b>
<b>39b. Identify and use knowledge of parts of speech, including: Common conjunctions such as <i>and</i>, <i>but</i>, and <i>because</i>. (ELA-3-E4)</b>
<b>Unit 4:</b> T207  <b>Unit 5:</b> T315  <b>Unit 6:</b> T113  <b>Unit 7:</b> 23B, 43B, 45J, 63B, 65J, 81B, 89B, 91F, 99L  <b>Unit 8:</b> 121B, 129F, 151B, 153E, 153F, 153H, 177B, 179J, 193B, 195R  <b>Unit 10:</b> 157F, 200A, 261P

<b>Writing/Proofreading</b>
<b>Standard 3:</b>
<b>39c. Identify and use knowledge of parts of speech, including: Simple transition words including <i>first</i>, <i>second</i>, and <i>finally</i>. (ELA-3-E4)</b>
<b>Unit 4:</b> T207
<b>Unit 5:</b> T315
<b>Unit 6:</b> T113
<b>Unit 7:</b> 23B, 43B, 45J, 63B, 65J, 81B, 89B, 91F, 99L
<b>Unit 8:</b> 121B, 129F, 151B, 153E, 153F, 153H, 177B, 179J, 193B, 195R
<b>Unit 10:</b> 157F, 200A, 261P

<b>Writing/Proofreading</b>
<b>Standard 3:</b>
<b>40a. Spell grade-appropriate words, including: One-syllable words and selected grade-appropriate two-syllable words with regular spellings for long- and short-vowel sounds. (ELA-3-E5)</b>
<b>Unit 1:</b> T185, T203, T243
<b>Unit 2:</b> T212, T262
<b>Unit 3:</b> T27
<b>Unit 4:</b> T109, T179, T207, T297
<b>Unit 5:</b> T113, T173, T193, T223, T313
<b>Unit 6:</b> T45, T65, T77, T81, T99, T113, T125, T145, T163, T177, T193, T207, T219, T307
<b>Unit 7:</b> 11HH, 25G, 25H, 43F, 45F, 45G, 45H, 45I, 45J, 65F, 65G, 65H, 65I, 65J, 81D, 153F
<b>Unit 8:</b> 101FF, 111E, 111F, 123E, 123F, 129F, 153E, 153F, 153G, 153H, 179F, 179G
<b>Unit 9:</b> 51C, 67H
<b>Unit 10:</b> 137FF, 149E, 149F, 157E, 157F, 179F, 179G, 179H, 179I, 179J, 197F, 197G

<b>Writing/Proofreading</b>
<b>Standard 3:</b>
<b>40b. Spell grade-appropriate words, including: High-frequency, grade-level words including words with irregular spelling, such as <i>was, were, says, who, what, and why</i>. (ELA-3-E5)</b>
<b>Unit 1:</b> T185, T203, T243  <b>Unit 2:</b> T212, T262  <b>Unit 3:</b> T27  <b>Unit 4:</b> T109, T179, T207, T297  <b>Unit 5:</b> T113, T173, T193, T223, T313  <b>Unit 6:</b> T45, T65, T77, T81, T99, T113, T125, T145, T163, T177, T193, T207, T219, T307  <b>Unit 7:</b> 11HH, 25G, 25H, 43F, 45F, 45G, 45H, 45I, 45J, 65F, 65G, 65H, 65I, 65J, 81D, 153F  <b>Unit 8:</b> 101FF, 111E, 111F, 123E, 123F, 129F, 153E, 153F, 153G, 153H, 179F, 179G  <b>Unit 9:</b> 51C, 67H  <b>Unit 10:</b> 137FF, 149E, 149F, 157E, 157F, 179F, 179G, 179H, 179I, 179J, 197F, 197G

<b>Writing/Proofreading</b>
<b>Standard 3:</b>
<b>41. Create phonetically spelled written work that can be read by the writer and others. (ELA-3-E5)</b>
<b>Unit 1:</b> T267, T309  <b>Unit 2:</b> T47, T69, T91, T111, T141, T163, T183, T200, T201, 212, T222, T223, T252, T253, T272, T273, T294, T295, T314, T315, T332, T333  <b>Unit 3:</b> T27, T43, T63, T79, T97, T123, T143, T157, T179, T195, T221, T235, T249, T269, T285  <b>Unit 4:</b> T25, T42, T43, T62, T63, T81, T97, T121, T143, T161, T176, T179, T196, T197 T216, T220, T221, T241, T256, T259, T273, T288, T289  <b>Unit 5:</b> T26, T27, T42, T43, T63, T81, T98, T99, T126, T127, T145, T161, T175, T192, T193, T222, T223, T244, T245, T266, T267, T287, T307  <b>Unit 6:</b> T26, T27, T45, T65, T77, T81, T96, T98, T99, T124, T125, T142, T145, T162, T163, T177, T193, T219, T237, T257, T276, T279, T298, T299  <b>Unit 7:</b> 11Z, 11HH, 12B, 26L, 45F, 46L, 65F, 66L, 83F, 86B, 92L, 97F, 98B, 99F  <b>Unit 8:</b> 101X, 101FF, 102B, 112B, 124L, 129F, 154L, 195F  <b>Unit 9:</b> 11X, 11FF, 12B, 36L, 37D, 38B, 54L, 67F, 70B, 84L, 89F, 90B, 120L 121D, 122C, 135H  <b>Unit 10:</b> 137X, 137FF, 138B, 150B, 158L, 179F, 180K, 180L, 197F, 200B, 206L, 219F, 220B, 236L, 261F, 261J

<b>Writing/Proofreading</b>
<b>Standard 3:</b>
<b>43. Use a beginner's dictionary to verify correct spelling. (ELA-3-E5)</b>
<b>Unit 5:</b> T85
<b>Unit 6:</b> T141, T159, T173
<b>Unit 7:</b> 46N
<b>Unit 8:</b> 102, 129C
<b>Unit 9:</b> 53D
<b>Unit 10:</b> 179

<b>Speaking and Listening</b>
<b>Standard 4:</b>
<b>46. Follow classroom procedures (e.g., organizing materials) according to teacher directions. (ELA-4-E2)</b>
<b>Unit 1:</b> T38, T54, T67, T74, T92, T94, T110, T136, T156, T174, T194, T210, T238, T256, T276, T298, T318
<b>Unit 2:</b> T35, T39, T56, T61, T78, T80, T81, T98, T100, T103, T120, T150, T153, T170, T173, T188, T210, T215, T232, T234, T260, T282, T302, T320, T325, T336, T338
<b>Unit 3:</b> T33, T52, T53, T54, T55, T69, T70, T71, T85, T88, T89, T93, T103, T106, T107, T111, T133, T134, T148, T149, T150, T165, T167, T168, T169, T171, T173, T185, T186, T187, T189, T191, T201, T202, T203, T207, T226, T229, T240, T241, T257, T258, T259, T274, T275, T290, T292, T293
<b>Unit 4:</b> T33, T37, T51, T52, T55, T57, T69, T71, T72, T73, T75, T87, T88, T89, T93, T103, T104, T105, T109, T132, T133, T134, T152, T155, T170, T171, T173, T186, T187, T191, T202, T204, T232, T233, T235, T250, T251, T264, T265, T267, T283, T292, T294
<b>Unit 5:</b> T33, T54, T72, T88, T108, T136, T152, T153, T154, T155, T164, T168, T169, T184, T185, T204, T205, T207, T234, T235, T256, T258, T278, T281, T298, T299, T300, T301, T303, T310, T312
<b>Unit 6:</b> T37, T56, T72, T73, T90, T108, T136, T137, T138, T154, T168, T170, T184, T202, T205, T228, T229, T248, T249, T253, T270, T273, T290, T291, T292, T302, T304, T305
<b>Unit 7:</b> 99G
<b>Unit 8:</b> 109D, 109E, 193E, 195
<b>Unit 9:</b> 11CC, 35, 51F, 83E, 133D, 135F
<b>Unit 10:</b> 149A, 261K, 261M, 261N

<b>Information Resources</b>
<b>Standard 5:</b>
<b>60. Use graphic organizers to categorize information and create informal outlines individually and during class discussions. (ELA-5-E3)</b>
<b>Unit 1:</b> T141, T161
<b>Unit 2:</b> T36, T56, T57, T80, T100, T119, T152, T172, T190
<b>Unit 3:</b> T90, T108, T150, T169, T189, T205
<b>Unit 4:</b> T91
<b>Unit 5:</b> T257, T259, T279, T299
<b>Unit 6:</b> T73, T74, T75, T91, T92, T109, T171, T222, T230, T231, T233, T241, T291
<b>Unit 7:</b> 65D
<b>Unit 8:</b> 129D, 179D
<b>Unit 9:</b> 67D, 83D
<b>Unit 10:</b> 157D, 197D, 205D

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**correlation to**  
**Louisiana Comprehensive Curriculum English Language Arts**  
**Grade 2**

**Unit 1: Let's Read**

English Language Arts
Unit 1: Let's Read
<b>2. Demonstrate understanding of phonics by doing the following: Using phonetic decoding strategies accurately and rapidly in unfamiliar words and texts. (ELA-1-E1)</b>
<b>Unit 1:</b> 14L, 14M, 14, 15, 16, 17, 18, 19, 26K, 26M, 26N, 27, 31, 32, 33, 34, 35, 35, 37, 38, 46K, 46L, 46M, 48, 62K, 62L, 62M, 62, 64, 66, 67, 68, 73, 74, 75, 78, 79, 84K, 84L, 84M, 84, 86, 91, 95, 96, 98, 99, 100, 102
<b>Unit 2:</b> 108K, 108L, 108M, 120K, 120L, 120M, 120, 132, 138K, 138L, 138M, 138N, 142, 145, 147, 151, 156K, 156L, 156M, 156N, 159, 163, 167, 180K, 180L, 180M, 180-187, 189, 191, 193, 194, 200K, 200L, 200M, 200N, 200, 202, 204, 207, 208, 210, 211, 214, 218, 219, 222K, 222L, 222M, 222, 224, 226, 230, 231
<b>Unit 3:</b> 238K, 238L, 238M, 238N, 238, 242, 243, 245, 247, 248, 252K, 252L, 252M, 252N, 252, 253, 254, 255, 256, 257, 258, 260, 262, 268K, 268L, 268M, 268, 271, 274, 281, 282, 283, 287, 286K, 286L, 296M, 297, 298, 299, 301, 302, 304, 306, 307, 308, 309, 314K, 314L, 314M, 314, 315, 316, 318, 319, 322, 323, 324, 325, 327, 328, 334K
<b>Unit 4:</b> 14K, 14L, 16, 18, 30K, 30L, 32, 34, 42K, 42L, 64K, 64L, 82K, 82L, 92K, 94, 95, 99, 100, 102, 104, 106, 107, 109, 110, 112, 113, 114, 115
<b>Unit 5:</b> 122K, 122L, 122, 124, 126, 127, 129, 130, 131, 132, 133, 134, 135, 136, 137, 139, 140, 141, 142, 148K, 148L, 148, 150, 152, 153, 154, 160K, 160, 161, 164, 166, 167, 168, 172, 178K, 178, 179, 180, 183, 184, 185, 187, 188, 189, 190, 191, 192, 196K, 196L, 196, 201, 202, 206, 207, 212K, 212, 213, 214, 215, 217, 219, 222, 223, 225, 228, 232, 233, 236, 237, 239, 240, 241, 242, 243
<b>Unit 6:</b> 248K, 248L, 253, 261, 262, 268K, 268L, 276, 277, 279, 280, 284K, 285, 289, 293, 298K, 316K, 316L, 318, 323, 324, 325, 328, 329, 336K, 336L, 336, 339, 343, 346, 348, 351, 355, 357, 362K, 362L, 366, 370

<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>7. Determine appropriate circumstances to use skimming and scanning to preview text and to find information. (EAL-1-E3)</b>
<p><b>Unit 1:</b> 14, 15, 16, 17, 18, 19, 20, 21, 21C, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 59C, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103</p> <p><b>Unit 2:</b> 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 117A, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 153C, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 175C, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 219C, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 233C</p> <p><b>Unit 3:</b> 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 249A, 249C, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 263A, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 291A, 291C, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 311A, 311C, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 331A, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 357A</p> <p><b>Unit 4:</b> 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 27C, 29H, 30, 31, 32, 33, 34, 35, 36, 37, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 61G, 61H, 61I, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82, 83, 84, 85, 86, 87, 88, 89, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 117C</p> <p><b>Unit 5:</b> 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 143A, 148, 149, 150, 151, 152, 153, 154, 155, 155C, 156, 157, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 173A, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 193A, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 209A, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 243A</p> <p><b>Unit 6:</b> 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 265A, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 295A, 295C, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 311A, 311C, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 331A, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 359A, 359C, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 373A, 375I</p>

<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>8. Identify story elements, including effects of setting on events and characters. (ELA-1-E4)</b>
<p><b>Unit 1:</b> 23A, 27, 31, 33, 37, 41, 41C, 46R, 49, 53, 55, 57, 59, 79, 79C, 79D, 79E, 84O, 92, 95, 99, 101, 103, 103E</p> <p><b>Unit 2:</b> 117, 117D, 120Q, 125, 137A, 139, 146, 153D, 180O, 195E, 199B, 229, 233D, 233F</p> <p><b>Unit 3:</b> 263E, 266, 267, 311A, 331A</p> <p><b>Unit 4:</b> 27A, 37A, 39A, 59B, 77A,D, 89B</p> <p><b>Unit 5:</b> 123, 125, 127, 129, 131, 133, 137, 143A, 155A, 157, 160M, 162, 173E, 175H, 193A, 195H, 209A, 209E, 212P, 243A, 243E, 245A</p> <p><b>Unit 6:</b> 252, 254, 256, 262, 265E, 267, 281A, 281E, 295C, 295D, 297A, 314, 316P, 319, 321, 323, 329, 337, 341, 343, 345, 359C, 359D, 361A, 373A, 373B, 375</p>



<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>10. Retell a story in sequence including main idea and import supporting details. (ELA-1-E5)</b>
<b>Unit 1:</b> 84Q, 90, 96, 102
<b>Unit 2:</b> 108Q, 110, 116, 156Q, 162, 164, 174, 200Q, 208, 216, 219C
<b>Unit 3:</b> 238R, 249C, 268Q, 272, 276, 282, 286, 290, 296Q, 300, 304, 306, 310, 334Q, 338, 352, 356
<b>Unit 4:</b> 14O, 16, 22, 26, 42O, 46, 50, 58, 64O, 66, 70, 72, 74, 76, 82O, 84, 86, 148O
<b>Unit 5:</b> 132, 148O, 152, 155C, 160O, 165, 178O, 182, 186, 190, 196O, 196P, 200, 204, 212O, 222, 228, 238, 242
<b>Unit 6:</b> 248O, 250, 254, 256, 262, 268O, 278, 298O, 298P, 301, 304, 310, 336O, 340, 342, 344, 346 354, 375A

<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>11. Make statements about how previous reading and life experiences relate to information read in texts. (ELA-1-E6)</b>
<b>Unit 1:</b> 14R, 21C, 27, 29, 31, 33, 35, 41C, 41D, 45B, 54, 65, 79, 79C
<b>Unit 2:</b> 135B, 153B, 155A, 175B, 195B, 201, 203, 205, 207, 208, 209, 211, 213, 215, 217, 219, 219C, 235A
<b>Unit 3:</b> 240, 244, 249C, 251, 265, 268R, 272, 276, 282, 286, 293, 300, 304, 306, 308, 310, 313, 330, 333, 335, 336, 337, 338, 339, 340, 341, 343, 345, 347, 348, 349, 350, 351, 352, 353, 355, 357, 357C, 357D, 359
<b>Unit 4:</b> 22, 32, 37A, 43, 45, 46, 47, 49, 51, 53, 55, 57, 58, 61, 86, 93, 95, 97, 99, 101, 102, 103, 104, 105, 107, 109, 111, 113, 115, 117, 119, 119A
<b>Unit 5:</b> 124, 128, 134, 140, 143B, 148, 150, 152, 155B, 155C, 166, 168, 172, 182, 186, 187, 189, 191, 193, 195, 196, 200, 204, 206, 211A, 214, 216, 218, 220, 222, 228, 230, 238, 242, 243A, 245
<b>Unit 6:</b> 254, 256, 262, 267, 274, 278, 283, 297, 298P, 304, 310, 311E, 313, 322, 328, 331B, 333A, 333B, 333, 338, 342, 344, 346, 350, 353, 354, 356, 358, 359C, 361A, 361, 375

<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>12. Demonstrate oral reading fluency of at least 90 words per minute in second-grade text with appropriate intonation. (ELA-1-E7)</b>
<p><b>Unit 1:</b> 14, 15, 16, 17, 18, 19, 20, 21, 21C, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 59C, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103</p> <p><b>Unit 2:</b> 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 117A, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 153C, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 175C, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 219C, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 233C</p> <p><b>Unit 3:</b> 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 249A, 249C, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 263A, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 291A, 291C, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 311A, 311C, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 331A, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 357A</p> <p><b>Unit 4:</b> 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 27C, 29H, 30, 31, 32, 33, 34, 35, 36, 37, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 61G, 61H, 61I, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82, 83, 84, 85, 86, 87, 88, 89, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 117C</p> <p><b>Unit 5:</b> 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 143A, 148, 149, 150, 151, 152, 153, 154, 155, 155C, 156, 157, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 173A, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 193A, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 209A, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 243A</p> <p><b>Unit 6:</b> 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 265A, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 295A, 295C, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 311A, 311C, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 331A, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 359A, 359C, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 373A, 375I</p>

<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>13. Read texts and simple chapter books silently at independent reading level. (ELA-1-E7)</b>
<p><b>Unit 1:</b> 13I, 14G, 26G, 46G, 62G, 84G</p> <p><b>Unit 2:</b> 108G, 120G, 138G, 156G, 180G, 222G</p> <p><b>Unit 3:</b> 238G, 252G, 268G, 296G, 314G, 334G</p> <p><b>Unit 4:</b> 14G, 30G, 42G, 64G, 82G, 92G</p> <p><b>Unit 5:</b> 122G, 148G, 160G, 178G, 196G, 212G</p> <p><b>Unit 6:</b> 248G, 268G, 284G, 298G, 316G, 336G, 362G</p>

<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>14. Compare and contrast different versions of the same story from different cultures through oral, written, and visual responses. (ELA-6-E1)</b>
<b>Unit 2:</b> 233F, 235

<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>15. Identify a variety of types of literature, including biography, autobiography, and the folktale, in oral and written responses. (EAL-6-E2)</b>
<b>Unit 1:</b> 14A, 14O, 21A, 26A, 26O, 41A, 46A, 46O, 59A, 62A, 62O, 79B, 84A, 84O, 103A
<b>Unit 2:</b> 108A, 108O, 117A, 120A, 120O, 135A, 138A, 138O, 153A, 156A, 175A, 180A, 180O, 195A, 200A, 200O, 219A, 222A, 222O, 233A
<b>Unit 3:</b> 238A, 238O, 249B, 252A, 252O, 263B, 268A, 268O, 291A, 296A, 311A, 314A, 314O, 331B, 333A, 334A, 357A
<b>Unit 4:</b> 14A, 14M, 27B, 30A, 30M, 37B, 42A, 42M, 59B, 64A, 64M, 77A, 82A, 89B, 92A, 92M, 117A
<b>Unit 5:</b> 122A, 122M, 143A, 148M, 155A, 160A, 160M, 173A, 173E, 178A, 178M, 193A, 196A, 196M, 209A, 212A, 243A
<b>Unit 6:</b> 248A, 248M, 265A, 268A, 268M, 281E, 284A, 284M, 295A, 298A, 298M, 311B, 316A, 331A, 336A, 359A, 362A, 362M, 373A

<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>16. Distinguish between a variety of types of literature, including biography, autobiography, and plays. (ELA-6-E3)</b>
<b>Unit 1:</b> 14A, 14O, 21A, 26A, 26O, 41A, 46A, 46O, 59A, 62A, 62O, 79B, 84A, 84O, 103A
<b>Unit 2:</b> 108A, 108O, 117A, 120A, 120O, 135A, 138A, 138O, 153A, 156A, 175A, 180A, 180O, 195A, 200A, 200O, 219A, 222A, 222O, 233A
<b>Unit 3:</b> 238A, 238O, 249B, 252A, 252O, 263B, 268A, 268O, 291A, 296A, 311A, 314A, 314O, 331B, 333A, 334A, 357A
<b>Unit 4:</b> 14A, 14M, 27B, 30A, 30M, 37B, 42A, 42M, 59B, 64A, 64M, 77A, 82A, 89B, 92A, 92M, 117A
<b>Unit 5:</b> 122A, 122M, 143A, 148M, 155A, 160A, 160M, 173A, 173E, 178A, 178M, 193A, 196A, 196M, 209A, 212A, 243A
<b>Unit 6:</b> 248A, 248M, 265A, 268A, 268M, 281E, 284A, 284M, 295A, 298A, 298M, 311B, 316A, 331A, 336A, 359A, 362A, 362M, 373A

<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>17a. Demonstrate understanding of information in texts using a variety of strategies, including: Comparing and contrasting story elements (e.g., character, setting, events). (ELA-7-E1)</b>
<b>Unit 1:</b> 21C, 41D, 43, 61, 81, 105
<b>Unit 2:</b> 137, 150, 155, 197, 221, 233F, 235
<b>Unit 3:</b> 263E, 331B, 333
<b>Unit 4:</b> 61, 92P
<b>Unit 5:</b> 157, 175, 178P, 212P, 232, 243E, 245
<b>Unit 6:</b> 274, 284P, 295B, 297A, 322, 328, 331E, 333, 338, 359C, 361, 361A

<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>17b. Demonstrate understanding of information in texts using a variety of strategies, including: Predicting what will happen next in a story or a text. (ELA-7-E1)</b>
<b>Unit 1:</b> 14O, 21A, 26O, 41A, 46O, 59A, 62O, 79A, 84O, 103A
<b>Unit 2:</b> 108O, 117A, 120O, 135A, 138O, 153A, 156O, 175A, 180O, 195A, 198, 200O, 219A, 222O, 233A
<b>Unit 3:</b> 238O, 249A, 252O, 263A, 268O, 291A, 296O, 311A, 314O, 331A, 334O, 357A
<b>Unit 4:</b> 14M, 27A, 30M, 37A, 40, 42M, 59B, 62, 64M, 77A, 82M, 89A, 92M, 117A
<b>Unit 5:</b> 122M, 143A, 146, 148M, 155A, 160M, 173A, 178M, 193A, 196M, 209A, 212M, 243A
<b>Unit 6:</b> 248M, 265A, 268M, 281A, 284M, 295A, 298M, 311A, 316M, 331A, 336M, 359A, 362M, 373A

<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>17c. Demonstrate understanding of information in texts using a variety of strategies, including: Making simple inferences about information in texts. (ELA-7-E1)</b>
<b>Unit 1:</b> 46R, 47, 49, 51, 53, 55, 57, 59
<b>Unit 2:</b> 108R, 109, 111, 113, 115, 117, 117C
<b>Unit 3:</b> 252R, 253, 255, 257, 259, 261, 263, 263C, 314R, 321, 323, 325, 327, 329, 331
<b>Unit 5:</b> 148P, 149, 151, 153, 155, 178P, 179, 181, 183, 185

<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>17d. Demonstrate understanding of information in texts using a variety of strategies, including: Self-monitoring consistently for comprehension using multiple strategies and self-correcting as appropriate. (EAL-7-E1)</b>
<b>Unit 1:</b> 59C
<b>Unit 2:</b> 142, 170, 175C, 204, 230
<b>Unit 3:</b> 252, 311C
<b>Unit 4:</b> 27C, 44, 77C, 110
<b>Unit 5:</b> 162, 186, 188, 193C
<b>Unit 6:</b> 262, 258, 260, 264, 272, 295C, 311C, 340, 364

<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>20a. Apply basic reasoning skills, including: Discussing the relationship between cause-effect. (ELA-7-E4)</b>
<b>Unit 2:</b> 147, 149, 151, 153, 223, 225, 227, 229, 231, 233
<b>Unit 3:</b> 281, 283, 285, 287, 289, 291
<b>Unit 4:</b> 65, 67, 69, 71, 73, 75, 77
<b>Unit 5:</b> 161, 163, 165, 167, 169, 171, 173, 173C, 219, 221, 223, 225, 229, 231, 233, 235, 237, 239, 241
<b>Unit 6:</b> 269, 271, 273, 275, 277, 279, 281, 281C

<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>20b. Apply basic reasoning skills, including: Asking questions about texts read independently including why and how. (ELA-7-E4)</b>
<b>Unit 1:</b> 21, 23, 41, 43, 59, 61, 79, 81, 103, 105
<b>Unit 2:</b> 117, 119, 135, 137, 153, 155, 175, 177, 219, 221, 233, 235
<b>Unit 3:</b> 249, 251, 363, 365, 291, 293, 311, 313, 331, 333, 357, 359
<b>Unit 4:</b> 27, 29, 37, 39, 59, 61, 77, 79, 89, 91, 117, 119
<b>Unit 5:</b> 143, 145, 155, 157, 173, 175, 193, 195, 209, 211, 243, 245
<b>Unit 6:</b> 265, 267, 281, 283, 295, 297, 331, 333, 359, 361

<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>40a. Tell and retell stories with the following included: Sequential order, including setting, character, and simple plot. (ELA-4-E3)</b>
<b>Unit 1:</b> 23A, 81A
<b>Unit 2:</b> 235I
<b>Unit 3:</b> 291D
<b>Unit 5:</b> 145J, 157J, 175J, 211J, 245J

<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>40b. Tell and retell stories with the following included: Supportive facts and details from the story. (ELA-4-E3)</b>
<b>Unit 1:</b> 23A, 81A
<b>Unit 2:</b> 235I
<b>Unit 3:</b> 291D
<b>Unit 5:</b> 145J, 157J, 175J, 211J, 245J

<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>44. Use active listening strategies, including asking for clarification and explanations. (ELA-4-E5)</b>
<b>Unit 1:</b> 23A, 41A, 59A, 79A, 103A , 105I
<b>Unit 2:</b> 117A, 135A, 153A, 175A, 195A, 219A. 221C, 233A, 235C
<b>Unit 3:</b> 249A, 263A, 291A, 311A, 331A, 357A, 359C
<b>Unit 4:</b> 27A, 37A, 59A, 77A, 89A, 117A, 119C
<b>Unit 5:</b> 143A, 155A, 173A, 193A, 245C
<b>Unit 6:</b> 331A, 369A

<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>45a. Give oral response, including: Telling stories and personal experiences. (ELA-4-E5)</b>
<b>Unit 1:</b> 41A, 43I, 45B, 59A, 79A, 103A
<b>Unit 2:</b> 135A, 137I, 199B, 221C, 235C
<b>Unit 3:</b> 249A, 263A, 267B, 291A, 311A, 331A, 357A
<b>Unit 4:</b> 27A, 37A, 39I, 41B, 59A, 59F, 62, 63B, 77A, 89A, 117A, 119C, 119I
<b>Unit 5:</b> 143A, 155A, 173A, 193A, 243A, 245C, 245I
<b>Unit 6:</b> 315B

## Unit 2: Use Your Thinking Cap

### English Language Arts

#### Unit 2: Use Your Thinking Cap

##### 7. Determine appropriate circumstances to use skimming and scanning to preview text and to find information. (EAL-1-E3)

**Unit 1:** 14, 15, 16, 17, 18, 19, 20, 21, 21C, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 59C, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103

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**Unit 3:** 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 249A, 249C, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 263A, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 291A, 291C, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 311A, 311C, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 331A, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 357A

**Unit 4:** 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 27C, 29H, 30, 31, 32, 33, 34, 35, 36, 37, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 61G, 61H, 61I, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82, 83, 84, 85, 86, 87, 88, 89, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 117C

**Unit 5:** 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 143A, 148, 149, 150, 151, 152, 153, 154, 155, 155C, 156, 157, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 173A, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 193A, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 209A, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 243A

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### English Language Arts

#### Unit 2: Use Your Thinking Cap

##### 8. Identify story elements, including effects of setting on events and characters. (ELA-1-E4)

**Unit 1:** 23A, 27, 31, 33, 37, 41, 41C, 46R, 49, 53, 55, 57, 59, 79, 79C, 79D, 79E, 84O, 92, 95, 99, 101, 103, 103E

**Unit 2:** 117, 117D, 120Q, 125, 137A, 139, 146, 153D, 180O, 195E, 199B, 229, 233D, 233F

**Unit 3:** 263E, 266, 267, 311A, 331A

**Unit 4:** 27A, 37A, 39A, 59B, 77A,D, 89B

**Unit 5:** 123, 125, 127, 129, 131, 133, 137, 143A, 155A, 157, 160M, 162, 173E, 175H, 193A, 195H, 209A, 209E, 212P, 243A, 243E, 245A

**Unit 6:** 252, 254, 256, 262, 265E, 267, 281A, 281E, 295C, 295D, 297A, 314, 316P, 319, 321, 323, 329, 337, 341, 343, 345, 359C, 359D, 361A, 373A, 373B, 375

<b>English Language Arts</b>
<b>Unit 2: Use Your Thinking Cap</b>
<b>10. Retell a story in sequence including main idea and import supporting details. (ELA-1-E5)</b>
<b>Unit 1:</b> 84Q, 90, 96, 102
<b>Unit 2:</b> 108Q, 110, 116, 156Q, 162, 164, 174, 200Q, 208, 216, 219C
<b>Unit 3:</b> 238R, 249C, 268Q, 272, 276, 282, 286, 290, 296Q, 300, 304, 306, 310, 334Q, 338, 352, 356
<b>Unit 4:</b> 14O, 16, 22, 26, 42O, 46, 50, 58, 64O, 66, 70, 72, 74, 76, 82O, 84, 86, 148O
<b>Unit 5:</b> 132, 148O, 152, 155C, 160O, 165, 178O, 182, 186, 190, 196O, 196P, 200, 204, 212O, 222, 228, 238, 242
<b>Unit 6:</b> 248O, 250, 254, 256, 262, 268O, 278, 298O, 298P, 301, 304, 310, 336O, 340, 342, 344, 346 354, 375A

<b>English Language Arts</b>
<b>Unit 2: Use Your Thinking Cap</b>
<b>13. Read texts and simple chapter books silently at independent reading level. (ELA-1-E7)</b>
<b>Unit 1:</b> 13I, 14G, 26G, 46G, 62G, 84G
<b>Unit 2:</b> 108G, 120G, 138G, 156G, 180G, 222G
<b>Unit 3:</b> 238G, 252G, 268G, 296G, 314G, 334G
<b>Unit 4:</b> 14G, 30G, 42G, 64G, 82G, 92G
<b>Unit 5:</b> 122G, 148G, 160G, 178G, 196G, 212G
<b>Unit 6:</b> 248G, 268G, 284G, 298G, 316G, 336G, 362G

<b>English Language Arts</b>
<b>Unit 2: Use Your Thinking Cap</b>
<b>14. Compare and contrast different versions of the same story from different cultures through oral, written, and visual responses. (ELA-6-E1)</b>
<b>Unit 2:</b> 233F, 235

<b>English Language Arts</b>
<b>Unit 2: Use Your Thinking Cap</b>
<b>17c. Demonstrate understanding of information in texts using a variety of strategies, including: Making simple inferences about information in texts. (ELA-7-E1)</b>
<b>Unit 1:</b> 46R, 47, 49, 51, 53, 55, 57, 59
<b>Unit 2:</b> 108R, 109, 111, 113, 115, 117, 117C
<b>Unit 3:</b> 252R, 253, 255, 257, 259, 261, 263, 263C, 314R, 321, 323, 325, 327, 329, 331
<b>Unit 5:</b> 148P, 149, 151, 153, 155, 178P, 179, 181, 183, 185



<b>English Language Arts</b>
<b>Unit 2: Use Your Thinking Cap</b>
<b>17d. Demonstrate understanding of information in texts using a variety of strategies, including: Self-monitoring consistently for comprehension using multiple strategies and self-correcting as appropriate. (ELA-7-E1)</b>
<b>Unit 1:</b> 59C
<b>Unit 2:</b> 142, 170, 175C, 204, 230
<b>Unit 3:</b> 252, 311C
<b>Unit 4:</b> 27C, 44, 77C, 110
<b>Unit 5:</b> 162, 186, 188, 193C
<b>Unit 6:</b> 262, 258, 260, 264, 272, 295C, 311C, 340, 364

<b>English Language Arts</b>
<b>Unit 2: Use Your Thinking Cap</b>
<b>18. Discuss and choose the most appropriate solution to a problem in texts. (ELA-7-E2)</b>
<b>Unit 2:</b> 117E, 207, 216, 233D
<b>Unit 5:</b> 173A, 209E
<b>Unit 6:</b> 331E, 373A

<b>English Language Arts</b>
<b>Unit 2: Use Your Thinking Cap</b>
<b>20b. Apply basic reasoning skills, including: Asking questions about texts read independently including why and how. (ELA-7-E4)</b>
<b>Unit 1:</b> 21, 23, 41, 43, 59, 61, 79, 81, 103, 105
<b>Unit 2:</b> 117, 119, 135, 137, 153, 155, 175, 177, 219, 221, 233, 235
<b>Unit 3:</b> 249, 251, 363, 365, 291, 293, 311, 313, 331, 333, 357, 359
<b>Unit 4:</b> 27, 29, 37, 39, 59, 61, 77, 79, 89, 91, 117, 119
<b>Unit 5:</b> 143, 145, 155, 157, 173, 175, 193, 195, 209, 211, 243, 245
<b>Unit 6:</b> 265, 267, 281, 283, 295, 297, 331, 333, 359, 361

<b>English Language Arts</b>
<b>Unit 2: Use Your Thinking Cap</b>
<b>40a. Tell and retell stories with the following included: Sequential order, including setting, character, and simple plot. (ELA-4-E3)</b>
<b>Unit 1:</b> 23A, 81A
<b>Unit 2:</b> 235I
<b>Unit 3:</b> 291D
<b>Unit 5:</b> 145J, 157J, 175J, 211J, 245J

<b>English Language Arts</b>
<b>Unit 2: Use Your Thinking Cap</b>
<b>40b. Tell and retell stories with the following included: Supportive facts and details from the story. (ELA-4-E3)</b>
<b>Unit 1:</b> 23A, 81A  <b>Unit 2:</b> 235I  <b>Unit 3:</b> 291D  <b>Unit 5:</b> 145J, 157J, 175J, 211J, 245J

<b>English Language Arts</b>
<b>Unit 2: Use Your Thinking Cap</b>
<b>40c. Tell and retell stories with the following included: Explicit and implicit main ideas. (ELA-4-E3)</b>
<b>Unit 1:</b> 23A, 81A  <b>Unit 2:</b> 235I  <b>Unit 3:</b> 291D  <b>Unit 5:</b> 145J, 157J, 175J, 211J, 245J

<b>English Language Arts</b>
<b>Unit 2: Use Your Thinking Cap</b>
<b>41. Adjust language during a presentation in order to inform or explain in a specific audience. (ELA-4-E4)</b>
<b>Unit 2:</b> 235C  <b>Unit 3:</b> 313I, 359C  <b>Unit 4:</b> 119C  <b>Unit 5:</b> 155E, 195C, 211C  <b>Unit 6:</b> 313D

<b>English Language Arts</b>
<b>Unit 2: Use Your Thinking Cap</b>
<b>42. Deliver informal presentations that demonstrate an understanding of a topic. (ELA-4-E4)</b>
<b>Unit 1:</b> 23B, 43B, 61B, 81B, 105B  <b>Unit 2:</b> 119B, 137B, 155B, 177B, 197B, 221B, 235B  <b>Unit 3:</b> 251B, 265B, 293B, 313B, 333B, 359B  <b>Unit 4:</b> 29B, 61B, 79B, 91B, 119B  <b>Unit 5:</b> 145B, 157B, 175B, 195B, 211B, 245B  <b>Unit 6:</b> 265I, 267B, 283B, 297B, 313B, 333B, 361B, 375B

<b>English Language Arts</b>
<b>Unit 2: Use Your Thinking Cap</b>
<b>43. Give rehearsed oral presentations about general topics using eye contact, appropriate volume, clear pronunciation, and appropriate visual aids. (ELA-4-E4)</b>
<b>Unit 2:</b> 197I, 235C <b>Unit 3:</b> 359C  <b>Unit 4:</b> 59F, 119C  <b>Unit 5:</b> 211I, 211J <b>Unit 6:</b> 375C

### Unit 3: Write Away

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>5. Determine word meaning and appropriate word choices using reference aids, including dictionaries and thesauruses. (ELA-1-E1)</b>
<b>Unit 1:</b> 14P, 17, 26P, 28, 46P, 62P, 81G, 81H, 81I, 84P, 86, 105G, 105H
<b>Unit 2:</b> 108P, 120P, 138P, 156P, 180P, 197G, 200P, 222P
<b>Unit 3:</b> 238P, 251H, 252P, 268P, 296P, 311C, 314P, 321, 334P
<b>Unit 4:</b> 14N, 20, 30N, 30O, 42N, 64N, 82N, 92N
<b>Unit 5:</b> 122N, 148N, 160N, 178N, 196N, 212N
<b>Unit 6:</b> 248N, 268N, 284N, 297H, 298N, 316N, 336N, 362N, 362

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>8. Identify story elements, including effects of setting on events and characters. (ELA-1-E4)</b>
<b>Unit 1:</b> 23A, 27, 31, 33, 37, 41, 41C, 46R, 49, 53, 55, 57, 59, 79, 79C, 79D, 79E, 84O, 92, 95, 99, 101, 103, 103E
<b>Unit 2:</b> 117, 117D, 120Q, 125, 137A, 139, 146, 153D, 180O, 195E, 199B, 229, 233D, 233F
<b>Unit 3:</b> 263E, 266, 267, 311A, 331A
<b>Unit 4:</b> 27A, 37A, 39A, 59B, 77A,D, 89B
<b>Unit 5:</b> 123, 125, 127, 129, 131, 133, 137, 143A, 155A, 157, 160M, 162, 173E, 175H, 193A, 195H, 209A, 209E, 212P, 243A, 243E, 245A
<b>Unit 6:</b> 252, 254, 256, 262, 265E, 267, 281A, 281E, 295C, 295D, 297A, 314, 316P, 319, 321, 323, 329, 337, 341, 343, 345, 359C, 359D, 361A, 373A, 373B, 375

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>15. Identify a variety of types of literature, including biography, autobiography, and the folktale, in oral and written responses. (EAL-6-E2)</b>
<b>Unit 1:</b> 14A, 14O, 21A, 26A, 26O, 41A, 46A, 46O, 59A, 62A, 62O, 79B, 84A, 84O, 103A
<b>Unit 2:</b> 108A, 108O, 117A, 120A, 120O, 135A, 138A, 138O, 153A, 156A, 175A, 180A, 180O, 195A, 200A, 200O, 219A, 222A, 222O, 233A
<b>Unit 3:</b> 238A, 238O, 249B, 252A, 252O, 263B, 268A, 268O, 291A, 296A, 311A, 314A, 314O, 331B, 333A, 334A, 357A
<b>Unit 4:</b> 14A, 14M, 27B, 30A, 30M, 37B, 42A, 42M, 59B, 64A, 64M, 77A, 82A, 89B, 92A, 92M, 117A
<b>Unit 5:</b> 122A, 122M, 143A, 148M, 155A, 160A, 160M, 173A, 173E, 178A, 178M, 193A, 196A, 196M, 209A, 212A, 243A
<b>Unit 6:</b> 248A, 248M, 265A, 268A, 268M, 281E, 284A, 284M, 295A, 298A, 298M, 311B, 316A, 331A, 336A, 359A, 362A, 362M, 373A

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>19. Identify the author’s viewpoint (i.e., perspective) in a text. (ELA-7-E3)</b>
<b>Unit 1:</b> 84R, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 103C, 103D
<b>Unit 2:</b> 156R, 157, 159, 171, 173, 175
<b>Unit 3:</b> 249D
<b>Unit 5:</b> 122D, 123, 125, 127, 129, 131, 133, 135, 137, 139, 141, 143, 143C, 143D, 143E, 147A
<b>Unit 6:</b> 295D, 362P, 363, 365, 367

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>20a. Apply basic reasoning skills, including: Discussing the relationship between cause-effect. (ELA-7-E4)</b>
<b>Unit 2:</b> 147, 149, 151, 153, 223, 225, 227, 229, 231, 233
<b>Unit 3:</b> 281, 283, 285, 287, 289, 291
<b>Unit 4:</b> 65, 67, 69, 71, 73, 75, 77
<b>Unit 5:</b> 161, 163, 165, 167, 169, 171, 173, 173C, 219, 221, 223, 225, 229, 231, 233, 235, 237, 239, 241
<b>Unit 6:</b> 269, 271, 273, 275, 277, 279, 281, 281C

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>20b. Apply basic reasoning skills, including: Asking questions about texts read independently including why and how. (ELA-7-E4)</b>
<b>Unit 1:</b> 21, 23, 41, 43, 59, 61, 79, 81, 103, 105
<b>Unit 2:</b> 117, 119, 135, 137, 153, 155, 175, 177, 219, 221, 233, 235
<b>Unit 3:</b> 249, 251, 363, 365, 291, 293, 311, 313, 331, 333, 357, 359
<b>Unit 4:</b> 27, 29, 37, 39, 59, 61, 77, 79, 89, 91, 117, 119
<b>Unit 5:</b> 143, 145, 155, 157, 173, 175, 193, 195, 209, 211, 243, 245
<b>Unit 6:</b> 265, 267, 281, 283, 295, 297, 331, 333, 359, 361

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>22. Use a greater variety of action and descriptive words when writing for a specific purpose and/or audience. (ELA-2-E2)</b>
<b>Unit 1:</b> 23E, 23F, 23G, 23H, 61F, 61
<b>Unit 3:</b> 267A
<b>Unit 4:</b> 29G, 29H, 29I, 29J, 42K, 42L, 79Em 79F, 79G, 79H
<b>Unit 6:</b> 267E, 267F, 267G, 267H, 375E, 375F, 375G, 375H

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>23a. Develop compositions of one or more paragraphs using writing processes such as the following: Independently generating ideas for writing by using various strategies (e.g., listing, brainstorming, drawing). (ELA-2-E3)</b>
<b>Unit 1:</b> 14B, 23B, 23G, 23I, 25A, 26B, 43B, 43C, 45A, 46B, 61B, 62B, 84B
<b>Unit 1:</b> 23C
<b>Unit 2:</b> 108B, 119B, 119C, 119F, 120B, 137F, 155F, 138B, 156B, 180B
<b>Unit 3:</b> 238B, 251B, 251C, 252C, 265B, 268B, 293B, 296B, 313B, 314B, 333B, 334B, 359B
<b>Unit 4:</b> 14B, 29A, 29B, 30B, 39B, 39C, 42B, 61B, 64B, 79B, 79F, 82B, 91B, 92B, 119B
<b>Unit 5:</b> 122B, 145B, 145C, 145F, 147A, 148B, 157B, 157C, 160B, 175B, 178B, 195B, 196B, 211B, 212B, 245B
<b>Unit 6:</b> 248B, 267B, 267C, 268B, 283B, 283C, 284B, 297B, 298B, 297B, 298B, 313B, 315A, 316B, 333B, 336B, 361B, 362B, 375B

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>23b. Develop compositions of one or more paragraphs using writing processes such as the following: Creating a plan (e.g., graphic organizer, web) appropriate to the purpose of writing. (ELA-2-E3)</b>
<b>Unit 1:</b> 14B, 23B, 23G, 23I, 25A, 26B, 43B, 43C, 45A, 46B, 61B, 62B, 84B
<b>Unit 1:</b> 23C
<b>Unit 2:</b> 108B, 119B, 119C, 119F, 120B, 137F, 155F, 138B, 156B, 180B
<b>Unit 3:</b> 238B, 251B, 251C, 252C, 265B, 268B, 293B, 296B, 313B, 314B, 333B, 334B, 359B
<b>Unit 4:</b> 14B, 29A, 29B, 30B, 39B, 39C, 42B, 61B, 64B, 79B, 79F, 82B, 91B, 92B, 119B
<b>Unit 5:</b> 122B, 145B, 145C, 145F, 147A, 148B, 157B, 157C, 160B, 175B, 178B, 195B, 196B, 211B, 212B, 245B
<b>Unit 6:</b> 248B, 267B, 267C, 268B, 283B, 283C, 284B, 297B, 298B, 297B, 298B, 313B, 315A, 316B, 333B, 336B, 361B, 362B, 375B

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>23d. Develop compositions of one or more paragraphs using writing processes such as the following: Conferencing with a teacher or peers. (ELA-2-E3)</b>
<b>Unit 1:</b> 81E, 81F, 81G, 81H, 81I, 81J
<b>Unit 2:</b> 119I, 137I, 155I, 221I
<b>Unit 3:</b> 251I, 265I, 293I, 313I, 333I, 359I
<b>Unit 4:</b> 29I, 39I, 61I, 79I, 91I, 119I
<b>Unit 5:</b> 145I, 157I, 175I, 195I, 211I, 211J, 245I
<b>Unit 6:</b> 267I, 283I, 297I, 313I, 361I, 375I

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>23e. Develop compositions of one or more paragraphs using writing processes such as the following: Revising for clarity, grammatically and mechanical correctness, and/or to include additional information. (ELA-2-E3)</b>
<b>Unit 1:</b> 81E, 81F, 81G, 81H, 81I, 81J
<b>Unit 2:</b> 119I, 137I, 155I, 221I
<b>Unit 3:</b> 251I, 265I, 293I, 313I, 333I, 359I
<b>Unit 4:</b> 29I, 39I, 61I, 79I, 91I, 119I
<b>Unit 5:</b> 145I, 157I, 175I, 195I, 211I, 211J, 245I
<b>Unit 6:</b> 267I, 283I, 297I, 313I, 361I, 375I

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>24c. Develop grade-appropriate compositions, for example: Stories. (ELA-2-E4)</b>
<b>Unit 1:</b> 61F
<b>Unit 3:</b> 251F, 251G, 251H, 251I, 251J, 265F, 265G, 265H, 265I, 265J, 293F, 293G, 293H, 293I, 293J, 313F, 313F, 313G, 313I, 313J, 333A, 333F, 333G, 333H, 333I, 333J, 359F, 359G, 359H, 369I, 359J
<b>Unit 4:</b> 79F, 79G, 79H, 79I, 79J, 91F, 91G, 91H, 91I, 91J, 119F, 119G, 119H, 119I, 119J, 175F, 175G, 175H, 175I, 175J
<b>Unit 5:</b> 145F, 145G, 145H, 145I, 145J, 155C, 157F, 157G, 157H, 157I, 157J, 175F, 175G, 175H, 175I, 175J, 209D, 211F, 211G, 211H, 211I, 211J, 245F, 245G, 245H, 245I, 245J
<b>Unit 6:</b> 267F, 267G, 267H, 267I, 267J, 283F, 283G, 283H, 283I, 283J, 313F, 313G, 313H, 313I, 313J, 361F, 361G, 361H, 361I, 361J

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>26a. Write for various purposes, including: Letters or invitations that include relevant information and follow a letter/envelope format. (ELA-2-E6)</b>
<b>Unit 2:</b> 119E, 119F, 119G, 119H, 199I, 119J, 137E, 137F, 137G, 137H, 137I, 137J, 155E, 155F, 155G, 155H, 155I, 155J, 221E, 221F, 221G, 221H, 221I, 221J
<b>Unit 6:</b> 267E, 267F, 267G, 267H, 267I, 267J, 313E, 313F, 313G, 313H, 313I, 313J

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>27. Write legible short paragraphs using proper indentation. (ELA-3-E1)</b>
<b>Unit 1:</b> 23J, 43J, 61J, 81J, 105J
<b>Unit 2:</b> 119J, 137J, 155J, 177J, 197J, 221J, 235J
<b>Unit 3:</b> 251J, 265J, 293J, 313J, 333J, 359J
<b>Unit 4:</b> 29J, 39J, 61J, 79J, 91J, 119J
<b>Unit 5:</b> 145J, 157J, 175J, 195J, 211J, 245J
<b>Unit 6:</b> 267J, 283J, 297J, 313J, 333J, 361J, 375J

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>28a. Use standard English punctuation, including: Commas in the greeting and closure of a letter, between a city and a state, and in dates. (ELA-3-E2)</b>
<b>Unit 2:</b> 108N, 120N, 137F, 137G, 137H, 138N, 156N, 171F, 171G, 171H, 180N, 197F, 197G, 197H, 200N, 221F, 221G, 221H, 222N, 235F, 235G, 235H
<b>Unit 3:</b> 251F, 251G, 251H
<b>Unit 4:</b> 30K, 39F, 39G, 39H
<b>Unit 5:</b> 175F, 175G, 175H, 195F, 195G, 195H, 221F, 221G, 221H, 245F, 245G, 245H
<b>Unit 6:</b> 283F, 283G, 283H, 333F, 333G, 333H, 361F, 361G, 361H

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>28b. Use standard English punctuation, including: Apostrophes in contractions. (ELA-3-E2)</b>
<b>Unit 2:</b> 108N, 120N, 137F, 137G, 137H, 138N, 156N, 171F, 171G, 171H, 180N, 197F, 197G, 197H, 200N, 221F, 221G, 221H, 222N, 235F, 235G, 235H
<b>Unit 3:</b> 251F, 251G, 251H
<b>Unit 4:</b> 30K, 39F, 39G, 39H
<b>Unit 5:</b> 175F, 175G, 175H, 195F, 195G, 195H, 221F, 221G, 221H, 245F, 245G, 245H
<b>Unit 6:</b> 283F, 283G, 283H, 333F, 333G, 333H, 361F, 361G, 361H

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>28c. Use standard English punctuation, including: Periods in abbreviations. (ELA-3-E2)</b>
<b>Unit 2:</b> 108N, 120N, 137F, 137G, 137H, 138N, 156N, 171F, 171G, 171H, 180N, 197F, 197G, 197H, 200N, 221F, 221G, 221H, 222N, 235F, 235G, 235H
<b>Unit 3:</b> 251F, 251G, 251H
<b>Unit 4:</b> 30K, 39F, 39G, 39H
<b>Unit 5:</b> 175F, 175G, 175H, 195F, 195G, 195H, 221F, 221G, 221H, 245F, 245G, 245H
<b>Unit 6:</b> 283F, 283G, 283H, 333F, 333G, 333H, 361F, 361G, 361H

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>29. Capitalize grade-appropriate proper nouns, initials of a person's name, and the salutation and closing of a friendly letter. (ELA-3-E2)</b>
<b>Unit 1:</b> 14N, 23F, 23G, 23H, 26N, 46N, 62N, 84N, 105G, 105H
<b>Unit 2:</b> 180B, 119F, 119G, 119H, 120N, 137F, 137G, 137H, 137I, 137J, 138N, 155E, 155F, 155G, 155H, 155I, 155J, 156N, 180N, 200N, 221H, 221J, 222N, 235F, 235G, 235H, 235I, 235J
<b>Unit 3:</b> 238N, 251J, 252N, 265J, 268N, 293J, 296N, 313J, 314N, 333H, 333J, 334N, 359F, 359J
<b>Unit 4:</b> 79J, 91J, 119J
<b>Unit 5:</b> 145F, 145G, 145H, 145J, 157J, 175J, 195E, 195F, 195G, 195H, 195J, 211J, 245F, 245G, 245H, 245J
<b>Unit 6:</b> 267F, 267G, 267J, 283F, 283G, 283H, 283J, 284K, 284L, 297F, 313J, 333J, 361F, 361G, 361H, 361J, 375F, 375G, 275H

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>30a. Write using standard English structure and usage, including: Subject-verb agreement in simple and compound sentences. (ELA-3-E3)</b>
<b>Unit 3:</b> 265E, 265F, 265G, 265H, 359F, 359H
<b>Unit 4:</b> 61E, 61F, 61G, 61H, 119F, 119H
<b>Unit 6:</b> 297F, 297H, 333F, 375F

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>30b. Write using standard English structure and usage, including: Past and present verb tenses. (ELA-3-E3)</b>
<b>Unit 1:</b> 61F, 61G, 61H, 105G
<b>Unit 4:</b> 61E, 61F, 61G, 61H, 119F, 119H
<b>Unit 5:</b> 157E, 157F, 157G, 157H, 157I, 157J, 175E, 175F, 175G, 175H, 175I, 175J, 245E, 245F, 245G, 245H, 245I, 245J
<b>Unit 6:</b> 267F, 267G, 333H, 375F

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>30c. Write using standard English structure and usage, including: Noun and pronoun antecedent agreement. (ELA-3-E3)</b>
<b>Unit 1:</b> 43E, 43F, 43G, 43H, 81E, 81F, 81G, 81H, 105G, 105H
<b>Unit 6:</b> 267F, 267G, 375G



<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>30d. Write using standard English structure and usage, including: Transitional words and conjunctions in sentences. (ELA-3-E3)</b>
<b>Unit 2:</b> 177G, 219C
<b>Unit 3:</b> 265F, 265G, 265H, 265I, 265J, 293N
<b>Unit 5:</b> 122, 123, 122K, 138, 145G, 157E, 157F, 157G, 157H, 157I, 226, 245F
<b>Unit 6:</b> 361E, 361F, 361H, 361I

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>30e. Write using standard English structure and usage, including: Possessive nouns. (ELA-3-E3)</b>
<b>Unit 5:</b> 211E, 211F, 211G, 211H, 211I, 211J, 245F

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>30f. Write using standard English structure and usage, including: Adverbs, especially those related to time. (ELA-3-E3)</b>
<b>Unit 4:</b> 91E, 91F, 91G, 91H
<b>Unit 6:</b> 313E, 313F, 313G, 313H

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>31. Distinguish between a sentence and a sentence fragment. (ELA-3-E3)</b>
<b>Unit 1:</b> 81J
<b>Unit 2:</b> 119I, 137I, 155I, 177I, 221I, 235I
<b>Unit 3:</b> 251I, 261I, 293I, 313I, 333F, 333G, 333H, 333I, 359G, 259I
<b>Unit 4:</b> 29I, 39I, 61I, 79I, 91I, 119I
<b>Unit 5:</b> 145I, 157I, 175I, 195I, 221I, 245I
<b>Unit 6:</b> 267I, 283I, 297G, 297I, 313I, 333I, 361I, 375I

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>32a. Use knowledge of parts of speech, including: Identifying and using nouns, including proper, common, concrete, abstract, and collective. (ELA-3-E4)</b>
<b>Unit 1:</b> 23E, 23F, 23G, 23H, 105F, 105G
<b>Unit 4:</b> 79E, 79F, 79G, 79H, 119F, 119G
<b>Unit 5:</b> 195E, 195F, 195G, 195H, 195I, 195J, 245E, 245F, 245G, 245H, 245I, 245J
<b>Unit 6:</b> 267F, 267G, 313F, 313H, 375F, 375G

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>32b. Use knowledge of parts of speech, including: Using correct antecedents of pronouns. (ELA-3-E4)</b>
<b>Unit 1:</b> 43E, 43F, 43G, 43H, 81E, 81F, 81G, 81H, 105G, 105H
<b>Unit 6:</b> 267F, 267G, 375G

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>32c. Use knowledge of parts of speech, including: Identifying and using the standard forms of possessives (e.g., mom's coat, dad's hat, girls' shoes). (ELA-3-E4)</b>
<b>Unit 5:</b> 211E, 211F, 211G, 211H, 211I, 211J, 245F

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>32d. Use knowledge of parts of speech, including: Selecting and using verbs in past and present tense in writing. (ELA-3-E4)</b>
<b>Unit 1:</b> 61F, 61G, 61H, 105G
<b>Unit 4:</b> 61E, 61F, 61G, 61H, 119F, 119H
<b>Unit 5:</b> 157E, 157F, 157G, 157H, 157I, 157J, 175E, 175F, 175G, 175H, 175I, 175J, 245E, 245F, 245G, 245H, 245I, 245J
<b>Unit 6:</b> 267F, 267G, 333H, 375F

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>32e. Use knowledge of parts of speech, including: Selecting and using standard forms of person pronouns. (ELA-3-E4)</b>
<b>Unit 1:</b> 43E, 43F, 43G, 43H, 81E, 81F, 81G, 81H, 105G, 105H
<b>Unit 6:</b> 267F, 267G, 375G

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>32f. Use knowledge of parts of speech, including: Using a variety of conjunctions (e.g., or, nor, yet, so). (ELA-3-E4)</b>
<b>Unit 2:</b> 177G, 219C
<b>Unit 3:</b> 265F, 265G, 265H, 265I, 265J, 293N
<b>Unit 5:</b> 122, 123, 122K, 138, 145G, 157E, 157F, 157G, 157H, 157I, 226, 245F
<b>Unit 6:</b> 361E, 361F, 361H, 361I

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>32g. Use knowledge of parts of speech, including: Selecting and using adverbs that modify according to time. (ELA-3-E4)</b>
<b>Unit 4:</b> 91E, 91F, 91G, 91H
<b>Unit 6:</b> 313E, 313F, 313G, 313H

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>33a. Spell grade-appropriate words, including: Words with short vowels, long vowels, r-controlled vowels, and consonant-blends. (ELA-3-E5)</b>
<p><b>Unit 1:</b> 14N, 23E, 23F, 23G, 23H, 23I, 23J, 26N, 43E, 43F, 43G, 43H, 43I, 43J, 46N, 61E, 61F, 61G, 61H, 61I, 61J, 62N, 81E, 81F, 81G, 81H, 81I, 81J, 84N, 105E, 105F, 105G, 105H, 105I, 105J</p> <p><b>Unit 2:</b> 108N, 119E, 119F, 119G, 119H, 119I, 119J, 120N, 137E, 137F, 137G, 137H, 137I, 137J, 138N, 155E, 155F, 155G, 155H, 155I, 155J, 156N, 177E, 177F, 177G, 177H, 177I, 177J, 180N, 197E, 197F, 197G, 197H, 197I, 197J, 200N, 221E, 221F, 221G, 221H, 221I, 221J, 222N, 235E, 235F, 235G, 235H, 235I, 235J</p> <p><b>Unit 3:</b> 238N, 251E, 251F, 251G, 251H, 251I, 251J, 252N, 265E, 265F, 265G, 265H, 265I, 265J, 268N, 293E, 293F, 293G, 293H, 293I, 293J, 296N, 313E, 313F, 313G, 313H, 313I, 313J, 314N, 333E, 333F, 333G, 333H, 333I, 333J, 334N, 359E, 359F, 359G, 359H, 359I, 359J</p> <p><b>Unit 4:</b> 29E, 29F, 29G, 29H, 29I, 29J, 39E, 39F, 39G, 39H, 39I, 39J, 61E, 61F, 61G, 61H, 61I, 61J, 79E, 79F, 79G, 79H, 79I, 79J, 91E, 91F, 91G, 91H, 91I, 91J, 119E, 119F, 119G, 119H, 119I, 119J</p> <p><b>Unit 5:</b> 145E, 145F, 145G, 145H, 145I, 145J, 157E, 157F, 157G, 157H, 157I, 157J, 175E, 175F, 175G, 175H, 175I, 175J, 195E, 195F, 195G, 195H, 195I, 195J, 211E, 211F, 211G, 211H, 211I, 211J, 245E, 245F, 245G, 245H, 245I, 245J</p> <p><b>Unit 6:</b> 267E, 267F, 267G, 267H, 267I, 267J, 283E, 283F, 283G, 283H, 283I, 283J, 297E, 297F, 297G, 297H, 297I, 297J, 313E, 313F, 313G, 313H, 313I, 313J, 333E, 333F, 333G, 333H, 333I, 333J, 361E, 361F, 361G, 361H, 361I, 361J, 375E, 375F, 375G, 375H, 375I, 375J</p>

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>33b. Spell grade-appropriate words, including: Word with short- and long-vowel sounds when those sounds are made with a broad variety of letter combinations (e.g., ou, ow, ough, igh). (ELA-3-E5)</b>
<p><b>Unit 1:</b> 14N, 23E, 23F, 23G, 23H, 23I, 23J, 26N, 43E, 43F, 43G, 43H, 43I, 43J, 46N, 61E, 61F, 61G, 61H, 61I, 61J, 62N, 81E, 81F, 81G, 81H, 81I, 81J, 84N, 105E, 105F, 105G, 105H, 105I, 105J</p> <p><b>Unit 2:</b> 108N, 119E, 119F, 119G, 119H, 119I, 119J, 120N, 137E, 137F, 137G, 137H, 137I, 137J, 138N, 155E, 155F, 155G, 155H, 155I, 155J, 156N, 177E, 177F, 177G, 177H, 177I, 177J, 180N, 197E, 197F, 197G, 197H, 197I, 197J, 200N, 221E, 221F, 221G, 221H, 221I, 221J, 222N, 235E, 235F, 235G, 235H, 235I, 235J</p> <p><b>Unit 3:</b> 238N, 251E, 251F, 251G, 251H, 251I, 251J, 252N, 265E, 265F, 265G, 265H, 265I, 265J, 268N, 293E, 293F, 293G, 293H, 293I, 293J, 296N, 313E, 313F, 313G, 313H, 313I, 313J, 314N, 333E, 333F, 333G, 333H, 333I, 333J, 334N, 359E, 359F, 359G, 359H, 359I, 359J</p> <p><b>Unit 4:</b> 29E, 29F, 29G, 29H, 29I, 29J, 39E, 39F, 39G, 39H, 39I, 39J, 61E, 61F, 61G, 61H, 61I, 61J, 79E, 79F, 79G, 79H, 79I, 79J, 91E, 91F, 91G, 91H, 91I, 91J, 119E, 119F, 119G, 119H, 119I, 119J</p> <p><b>Unit 5:</b> 145E, 145F, 145G, 145H, 145I, 145J, 157E, 157F, 157G, 157H, 157I, 157J, 175E, 175F, 175G, 175H, 175I, 175J, 195E, 195F, 195G, 195H, 195I, 195J, 211E, 211F, 211G, 211H, 211I, 211J, 245E, 245F, 245G, 245H, 245I, 245J</p> <p><b>Unit 6:</b> 267E, 267F, 267G, 267H, 267I, 267J, 283E, 283F, 283G, 283H, 283I, 283J, 297E, 297F, 297G, 297H, 297I, 297J, 313E, 313F, 313G, 313H, 313I, 313J, 333E, 333F, 333G, 333H, 333I, 333J, 361E, 361F, 361G, 361H, 361I, 361J, 375E, 375F, 375G, 375H, 375I, 375J</p>

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>33c. Spell grade-appropriate words, including: Frequently use irregularly spelled words. (ELA-3-E5)</b>
<p><b>Unit 1:</b> 14N, 23E, 23F, 23G, 23H, 23I, 23J, 26N, 43E, 43F, 43G, 43H, 43I, 43J, 46N, 61E, 61F, 61G, 61H, 61I, 61J, 62N, 81E, 81F, 81G, 81H, 81I, 81J, 84N, 105E, 105F, 105G, 105H, 105I, 105J</p> <p><b>Unit 2:</b> 108N, 119E, 119F, 119G, 119H, 119I, 119J, 120N, 137E, 137F, 137G, 137H, 137I, 137J, 138N, 155E, 155F, 155G, 155H, 155I, 155J, 156N, 177E, 177F, 177G, 177H, 177I, 177J, 180N, 197E, 197F, 197G, 197H, 197I, 197J, 200N, 221E, 221F, 221G, 221H, 221I, 221J, 222N, 235E, 235F, 235G, 235H, 235I, 235J</p> <p><b>Unit 3:</b> 238N, 251E, 251F, 251G, 251H, 251I, 251J, 252N, 265E, 265F, 265G, 265H, 265I, 265J, 268N, 293E, 293F, 293G, 293H, 293I, 293J, 296N, 313E, 313F, 313G, 313H, 313I, 313J, 314N, 333E, 333F, 333G, 333H, 333I, 333J, 334N, 359E, 359F, 359G, 359H, 359I, 359J</p> <p><b>Unit 4:</b> 29E, 29F, 29G, 29H, 29I, 29J, 39E, 39F, 39G, 39H, 39I, 39J, 61E, 61F, 61G, 61H, 61I, 61J, 79E, 79F, 79G, 79H, 79I, 79J, 91E, 91F, 91G, 91H, 91I, 91J, 119E, 119F, 119G, 119H, 119I, 119J</p> <p><b>Unit 5:</b> 145E, 145F, 145G, 145H, 145I, 145J, 157E, 157F, 157G, 157H, 157I, 157J, 175E, 175F, 175G, 175H, 175I, 175J, 195E, 195F, 195G, 195H, 195I, 195J, 211E, 211F, 211G, 211H, 211I, 211J, 245E, 245F, 245G, 245H, 245I, 245J</p> <p><b>Unit 6:</b> 267E, 267F, 267G, 267H, 267I, 267J, 283E, 283F, 283G, 283H, 283I, 283J, 297E, 297F, 297G, 297H, 297I, 297J, 313E, 313F, 313G, 313H, 313I, 313J, 333E, 333F, 333G, 333H, 333I, 333J, 361E, 361F, 361G, 361H, 361I, 361J, 375E, 375F, 375G, 375H, 375I, 375J</p>

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>37. Use a dictionary and a glossary to locate correct spellings. (ELA-3-E5)</b>
<p><b>Unit 1:</b> 14P, 17, 26P, 28, 46P, 62P, 81G, 81H, 81I, 84P, 86, 105G, 105H</p> <p><b>Unit 2:</b> 108P, 120P, 138P, 156P, 180P, 197G, 200P, 222P</p> <p><b>Unit 3:</b> 238P, 251H, 252P, 268P, 296P, 311C, 314P, 321, 334P</p> <p><b>Unit 4:</b> 14N, 20, 30N, 30O, 42N, 64N, 82N, 92N</p> <p><b>Unit 5:</b> 122N, 148N, 160N, 178N, 196N, 212N</p> <p><b>Unit 6:</b> 248N, 268N, 284N, 297H, 298N, 316N, 336N, 362N, 362</p>

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>39. Give/relate multi-step directions to classmates. (ELA-4-E2)</b>
<p><b>Unit 2:</b> 153F</p> <p><b>Unit 3:</b> 333G, 333H, 333I, 333J</p> <p><b>Unit 4:</b> 91A</p>

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>40a. Tell and retell stories with the following included: Sequential order, including setting, character, and simple plot. (ELA-4-E3)</b>
<b>Unit 1:</b> 23A, 81A
<b>Unit 2:</b> 235I
<b>Unit 3:</b> 291D
<b>Unit 5:</b> 145J, 157J, 175J, 211J, 245J

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>40b. Tell and retell stories with the following included: Supportive facts and details from the story. (ELA-4-E3)</b>
<b>Unit 1:</b> 23A, 81A
<b>Unit 2:</b> 235I
<b>Unit 3:</b> 291D
<b>Unit 5:</b> 145J, 157J, 175J, 211J, 245J

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>40c. Tell and retell stories with the following included: Explicit and implicit main ideas. (ELA-4-E3)</b>
<b>Unit 1:</b> 23A, 81A
<b>Unit 2:</b> 235I
<b>Unit 3:</b> 291D
<b>Unit 5:</b> 145J, 157J, 175J, 211J, 245J

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>41. Adjust language during a presentation in order to inform or explain in a specific audience. (ELA-4-E4)</b>
<b>Unit 2:</b> 235C
<b>Unit 3:</b> 313I, 359C
<b>Unit 4:</b> 119C
<b>Unit 5:</b> 155E, 195C, 211C
<b>Unit 6:</b> 313D

<b>English Language Arts</b>
<b>Unit 3: Write Away</b>
<b>42. Deliver informal presentations that demonstrate an understanding of a topic. (ELA-4-E4)</b>
<b>Unit 1:</b> 23B, 43B, 61B, 81B, 105B
<b>Unit 2:</b> 119B, 137B, 155B, 177B, 197B, 221B, 235B
<b>Unit 3:</b> 251B, 265B, 293B, 313B, 333B, 359B
<b>Unit 4:</b> 29B, 61B, 79B, 91B, 119B
<b>Unit 5:</b> 145B, 157B, 175B, 195B, 211B, 245B
<b>Unit 6:</b> 265I, 267B, 283B, 297B, 313B, 333B, 361B, 375B

## Unit 4: Travel the Information Highway

<b>English Language Arts</b>
<b>Unit 4: Travel the Information Highway</b>
<b>3. Identify and explain common synonyms, antonyms, and homonyms. (ELA-1-E1)</b>
<b>Unit 1:</b> 21B, 41B, 59B, 62N, 79B, 103B
<b>Unit 2:</b> 137G, 137H, 137I, 221G, 221H, 221I, 235H, 235I
<b>Unit 3:</b> 311C
<b>Unit 4:</b> 27B, 37B, 39G, 39H, 39I, 41A, 79G, 79H, 79I, 82L, 119G, 119H, 119I
<b>Unit 5:</b> 145G, 145H, 157G, 157H, 157I, 160K, 178L, 212K, 245H, 245I
<b>Unit 6:</b> 268K, 281B, 295B, 298K, 311B, 313G, 313H, 313I, 316K, 331B, 336K, 373B, 362K, 362L, 375G, 375H, 375I

<b>English Language Arts</b>
<b>Unit 4: Travel the Information Highway</b>
<b>4. Use knowledge of base words to interpret meaning of unfamiliar words (e.g., heat/preheat). (ELA-1-E1)</b>
<b>Unit 2:</b> 108, 109, 110, 111, 112, 113, 114, 115, 116, 108K, 108L, 119G, 119H, 119I, 119J, 120K, 120L, 132, 135, 138, 140, 143, 144, 146, 148, 149, 150, 152, 156, 156K, 156L, 164, 165, 168, 173
<b>Unit 3:</b> 251G, 251H, 251I
<b>Unit 4:</b> 14K, 14L, 14, 15, 17, 21, 23, 26, 64, 64K, 64L, 66, 68, 69, 70, 73, 77, 82K, 82L, 84, 86, 87, 88, 89
<b>Unit 5:</b> 175G, 175H, 175I, 175J, 178K
<b>Unit 6:</b> 267E, 267F, 267G, 267H, 267I, 267J, 283E, 283F, 283G, 283H, 283I, 283J

<b>English Language Arts</b>
<b>Unit 4: Travel the Information Highway</b>
<b>5. Determine word meaning and appropriate word choices using reference aids, including dictionaries and thesauruses. (ELA-1-E1)</b>
<b>Unit 1:</b> 14P, 17, 26P, 28, 46P, 62P, 81G, 81H, 81I, 84P, 86, 105G, 105H
<b>Unit 2:</b> 108P, 120P, 138P, 156P, 180P, 197G, 200P, 222P
<b>Unit 3:</b> 238P, 251H, 252P, 268P, 296P, 311C, 314P, 321, 334P
<b>Unit 4:</b> 14N, 20, 30N, 30O, 42N, 64N, 82N, 92N
<b>Unit 5:</b> 122N, 148N, 160N, 178N, 196N, 212N
<b>Unit 6:</b> 248N, 268N, 284N, 297H, 298N, 316N, 336N, 362N, 362

<b>English Language Arts</b>
<b>Unit 4: Travel the Information Highway</b>
<b>7. Determine appropriate circumstances to use skimming and scanning to preview text and to find information. (EAL-1-E3)</b>
<p><b>Unit 1:</b> 14, 15, 16, 17, 18, 19, 20, 21, 21C, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 59C, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103</p> <p><b>Unit 2:</b> 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 117A, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 153C, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 175C, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 219C, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 233C</p> <p><b>Unit 3:</b> 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 249A, 249C, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 263A, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 291A, 291C, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 311A, 311C, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 331A, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 357A</p> <p><b>Unit 4:</b> 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 27C, 29H, 30, 31, 32, 33, 34, 35, 36, 37, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 61G, 61H, 61I, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82, 83, 84, 85, 86, 87, 88, 89, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 117C</p> <p><b>Unit 5:</b> 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 143A, 148, 149, 150, 151, 152, 153, 154, 155, 155C, 156, 157, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 173A, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 193A, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 209A, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 243A</p> <p><b>Unit 6:</b> 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 265A, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 295A, 295C, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 311A, 311C, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 331A, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 359A, 359C, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 373A, 375I</p>

<b>English Language Arts</b>
<b>Unit 4: Travel the Information Highway</b>
<b>17c. Demonstrate understanding of information in texts using a variety of strategies, including: Making simple inferences about information in texts. (ELA-7-E1)</b>
<p><b>Unit 1:</b> 46R, 47, 49, 51, 53, 55, 57, 59</p> <p><b>Unit 2:</b> 108R, 109, 111, 113, 115, 117, 117C</p> <p><b>Unit 3:</b> 252R, 253, 255, 257, 259, 261, 263, 263C, 314R, 321, 323, 325, 327, 329, 331</p> <p><b>Unit 5:</b> 148P, 149, 151, 153, 155, 178P, 179, 181, 183, 185</p>

<b>English Language Arts</b>
<b>Unit 4: Travel the Information Highway</b>
<b>17d. Demonstrate understanding of information in texts using a variety of strategies, including: Self-monitoring consistently for comprehension using multiple strategies and self-correcting as appropriate. (ELA-7-E1)</b>
<b>Unit 1:</b> 59C
<b>Unit 2:</b> 142, 170, 175C, 204, 230
<b>Unit 3:</b> 252, 311C
<b>Unit 4:</b> 27C, 44, 77C, 110
<b>Unit 5:</b> 162, 186, 188, 193C
<b>Unit 6:</b> 262, 258, 260, 264, 272, 295C, 311C, 340, 364

<b>English Language Arts</b>
<b>Unit 4: Travel the Information Highway</b>
<b>20a. Apply basic reasoning skills, including: Discussing the relationship between cause-effect. (ELA-7-E4)</b>
<b>Unit 2:</b> 147, 149, 151, 153, 223, 225, 227, 229, 231, 233
<b>Unit 3:</b> 281, 283, 285, 287, 289, 291
<b>Unit 4:</b> 65, 67, 69, 71, 73, 75, 77
<b>Unit 5:</b> 161, 163, 165, 167, 169, 171, 173, 173C, 219, 221, 223, 225, 229, 231, 233, 235, 237, 239, 241
<b>Unit 6:</b> 269, 271, 273, 275, 277, 279, 281, 281C

<b>English Language Arts</b>
<b>Unit 4: Travel the Information Highway</b>
<b>20b. Apply basic reasoning skills, including: Asking questions about texts read independently including why and how. (ELA-7-E4)</b>
<b>Unit 1:</b> 21, 23, 41, 43, 59, 61, 79, 81, 103, 105
<b>Unit 2:</b> 117, 119, 135, 137, 153, 155, 175, 177, 219, 221, 233, 235
<b>Unit 3:</b> 249, 251, 363, 365, 291, 293, 311, 313, 331, 333, 357, 359
<b>Unit 4:</b> 27, 29, 37, 39, 59, 61, 77, 79, 89, 91, 117, 119
<b>Unit 5:</b> 143, 145, 155, 157, 173, 175, 193, 195, 209, 211, 243, 245
<b>Unit 6:</b> 265, 267, 281, 283, 295, 297, 331, 333, 359, 361



<b>English Language Arts</b>
<b>Unit 4: Travel the Information Highway</b>
<b>23c. Develop compositions of one or more paragraphs using writing processes such as the following: Writing a first draft with a developed beginning, middle, and an end. (ELA-2-E3)</b>
<b>Unit 1:</b> 61E, 61F, 61G, 61H, 61I, 61J
<b>Unit 2:</b> 119H, 137H, 155H, 221H
<b>Unit 3:</b> 251H, 265H, 293H, 313H, 333H, 359H
<b>Unit 4:</b> 29H, 39H, 61h, 79H, 91H, 119H
<b>Unit 5:</b> 145H, 157H, 175H, 195H, 211H
<b>Unit 6:</b> 267H, 283H, 297H, 313H, 361H, 375H

<b>English Language Arts</b>
<b>Unit 4: Travel the Information Highway</b>
<b>23d. Develop compositions of one or more paragraphs using writing processes such as the following: Conferencing with a teacher or peers. (ELA-2-E3)</b>
<b>Unit 1:</b> 81E, 81F, 81G, 81H, 81I, 81J
<b>Unit 2:</b> 119I, 137I, 155I, 221I
<b>Unit 3:</b> 251I, 265I, 293I, 313I, 333I, 359I
<b>Unit 4:</b> 29I, 39I, 61I, 79I, 91I, 119I
<b>Unit 5:</b> 145I, 157I, 175I, 195I, 211I, 211J, 245I
<b>Unit 6:</b> 267I, 283I, 297I, 313I, 361I, 375I

<b>English Language Arts</b>
<b>Unit 4: Travel the Information Highway</b>
<b>23e. Develop compositions of one or more paragraphs using writing processes such as the following: Revising for clarity, grammatically and mechanical correctness, and/or to include additional information. (ELA-2-E3)</b>
<b>Unit 1:</b> 81E, 81F, 81G, 81H, 81I, 81J
<b>Unit 2:</b> 119I, 137I, 155I, 221I
<b>Unit 3:</b> 251I, 265I, 293I, 313I, 333I, 359I
<b>Unit 4:</b> 29I, 39I, 61I, 79I, 91I, 119I
<b>Unit 5:</b> 145I, 157I, 175I, 195I, 211I, 211J, 245I
<b>Unit 6:</b> 267I, 283I, 297I, 313I, 361I, 375I

<b>English Language Arts</b>
<b>Unit 4: Travel the Information Highway</b>
<b>24a. Develop grade-appropriate compositions, for example: Friendly letters. (ELA-2-E4)</b>
<b>Unit 1:</b> 61F  <b>Unit 3:</b> 251F, 251G, 251H, 251I, 251J, 265F, 265G, 265H, 265I, 265J, 293F, 293G, 293H, 293I, 293J, 313F, 313F, 313G, 313I, 313J, 333A, 333F, 333G, 333H, 333I, 333J, 359F, 359G, 359H, 369I, 359J  <b>Unit 4:</b> 79F, 79G, 79H, 79I, 79J, 91F, 91G, 91H, 91I, 91J, 119F, 119G, 119H, 119I, 119J, 175F, 175G, 175H, 175I, 175J  <b>Unit 5:</b> 145F, 145G, 145H, 145I, 145J, 155C, 157F, 157G, 157H, 157I, 157J, 175F, 175G, 175H, 175I, 175J, 209D, 211F, 211G, 211H, 211I, 211J, 245F, 245G, 245H, 245I, 245J  <b>Unit 6:</b> 267F, 267G, 267H, 267I, 267J, 283F, 283G, 283H, 283I, 283J, 313F, 313G, 313H, 313I, 313J, 361F, 361G, 361H, 361I, 361J

<b>English Language Arts</b>
<b>Unit 4: Travel the Information Highway</b>
<b>24b. Develop grade-appropriate compositions, for example: Poems. (ELA-2-E4)</b>
<b>Unit 1:</b> 61F  <b>Unit 3:</b> 251F, 251G, 251H, 251I, 251J, 265F, 265G, 265H, 265I, 265J, 293F, 293G, 293H, 293I, 293J, 313F, 313F, 313G, 313I, 313J, 333A, 333F, 333G, 333H, 333I, 333J, 359F, 359G, 359H, 369I, 359J  <b>Unit 4:</b> 79F, 79G, 79H, 79I, 79J, 91F, 91G, 91H, 91I, 91J, 119F, 119G, 119H, 119I, 119J, 175F, 175G, 175H, 175I, 175J  <b>Unit 5:</b> 145F, 145G, 145H, 145I, 145J, 155C, 157F, 157G, 157H, 157I, 157J, 175F, 175G, 175H, 175I, 175J, 209D, 211F, 211G, 211H, 211I, 211J, 245F, 245G, 245H, 245I, 245J  <b>Unit 6:</b> 267F, 267G, 267H, 267I, 267J, 283F, 283G, 283H, 283I, 283J, 313F, 313G, 313H, 313I, 313J, 361F, 361G, 361H, 361I, 361J

<b>English Language Arts</b>
<b>Unit 4: Travel the Information Highway</b>
<b>24c. Develop grade-appropriate compositions, for example: Stories. (ELA-2-E4)</b>
<b>Unit 1:</b> 61F  <b>Unit 3:</b> 251F, 251G, 251H, 251I, 251J, 265F, 265G, 265H, 265I, 265J, 293F, 293G, 293H, 293I, 293J, 313F, 313F, 313G, 313I, 313J, 333A, 333F, 333G, 333H, 333I, 333J, 359F, 359G, 359H, 369I, 359J  <b>Unit 4:</b> 79F, 79G, 79H, 79I, 79J, 91F, 91G, 91H, 91I, 91J, 119F, 119G, 119H, 119I, 119J, 175F, 175G, 175H, 175I, 175J  <b>Unit 5:</b> 145F, 145G, 145H, 145I, 145J, 155C, 157F, 157G, 157H, 157I, 157J, 175F, 175G, 175H, 175I, 175J, 209D, 211F, 211G, 211H, 211I, 211J, 245F, 245G, 245H, 245I, 245J  <b>Unit 6:</b> 267F, 267G, 267H, 267I, 267J, 283F, 283G, 283H, 283I, 283J, 313F, 313G, 313H, 313I, 313J, 361F, 361G, 361H, 361I, 361J

<b>English Language Arts</b>
<b>Unit 4: Travel the Information Highway</b>
<b>24d. Develop grade-appropriate compositions, for example: Informational descriptions with some detail. (ELA-2-E4)</b>
<b>Unit 1:</b> 61F
<b>Unit 3:</b> 251F, 251G, 251H, 251I, 251J, 265F, 265G, 265H, 265I, 265J, 293F, 293G, 293H, 293I, 293J, 313F, 313F, 313G, 313I, 313J, 333A, 333F, 333G, 333H, 333I, 333J, 359F, 359G, 359H, 369I, 359J
<b>Unit 4:</b> 79F, 79G, 79H, 79I, 79J, 91F, 91G, 91H, 91I, 91J, 119F, 119G, 119H, 119I, 119J, 175F, 175G, 175H, 175I, 175J
<b>Unit 5:</b> 145F, 145G, 145H, 145I, 145J, 155C, 157F, 157G, 157H, 157I, 157J, 175F, 175G, 175H, 175I, 175J, 209D, 211F, 211G, 211H, 211I, 211J, 245F, 245G, 245H, 245I, 245J
<b>Unit 6:</b> 267F, 267G, 267H, 267I, 267J, 283F, 283G, 283H, 283I, 283J, 313F, 313G, 313H, 313I, 313J, 361F, 361G, 361H, 361I, 361J

<b>English Language Arts</b>
<b>Unit 4: Travel the Information Highway</b>
<b>25. Use literary devices, including patterns of rhythm and simile in writing. (ELA-2-E5)</b>
<b>Unit 1:</b> 59A, 59D
<b>Unit 3:</b> 298, 311D
<b>Unit 4:</b> 39I, 41A
<b>Unit 6:</b> 315A

<b>English Language Arts</b>
<b>Unit 4: Travel the Information Highway</b>
<b>26a. Write for various purposes, including: Letters or invitations that include relevant information and follow a letter/envelope format. (ELA-2-E6)</b>
<b>Unit 2:</b> 119E, 119F, 119G, 119H, 199I, 119J, 137E, 137F, 137G, 137H, 137I, 137J, 155E, 155F, 155G, 155H, 155I, 155J, 221E, 221F, 221G, 221H, 221I, 221J
<b>Unit 6:</b> 267E, 267F, 267G, 267H, 267I, 267J, 313E, 313F, 313G, 313H, 313I, 313J

<b>English Language Arts</b>
<b>Unit 4: Travel the Information Highway</b>
<b>36. Alphabetize to the second letter and some third letters. (ELA-3-E5)</b>
<b>Unit 1:</b> 23D
<b>Unit 2:</b> 235D
<b>Unit 3:</b> 357F
<b>Unit 5:</b> 195D

<b>English Language Arts</b>
<b>Unit 4: Travel the Information Highway</b>
<b>49a. Locate information using the organizational features of texts, including: URL addresses from the Web. (ELA-5-E1)</b>
<b>Unit 1:</b> 43D
<b>Unit 3:</b> 263F, 333D, 357E
<b>Unit 4:</b> 61D
<b>Unit 6:</b> 295F

<b>English Language Arts</b>
<b>Unit 4: Travel the Information Highway</b>
<b>49b. Locate information using the organizational features of texts, including: Title pages. (ELA-5-E1)</b>
<b>Unit 1:</b> 43D
<b>Unit 3:</b> 263F, 333D, 357E
<b>Unit 4:</b> 61D
<b>Unit 6:</b> 295F

<b>English Language Arts</b>
<b>Unit 4: Travel the Information Highway</b>
<b>49c. Locate information using the organizational features of texts, including: Glossaries. (ELA-5-E1)</b>
<b>Unit 1:</b> 43D
<b>Unit 3:</b> 263F, 333D, 357E
<b>Unit 4:</b> 61D
<b>Unit 6:</b> 295F

<b>English Language Arts</b>
<b>Unit 4: Travel the Information Highway</b>
<b>49d. Locate information using the organizational features of texts, including: Indices. (ELA-5-E1)</b>
<b>Unit 1:</b> 43D
<b>Unit 3:</b> 263F, 333D, 357E
<b>Unit 4:</b> 61D
<b>Unit 6:</b> 295F

<b>English Language Arts</b>
<b>Unit 4: Travel the Information Highway</b>
<b>49e. Locate information using the organizational features of texts, including: Tables of contents. (ELA-5-E1)</b>
<b>Unit 1:</b> 43D
<b>Unit 3:</b> 263F, 333D, 357E
<b>Unit 4:</b> 61D
<b>Unit 6:</b> 295F

<b>English Language Arts</b>
<b>Unit 4: Travel the Information Highway</b>
<b>49f. Locate information using the organizational features of texts, including: Chapter headings. (ELA-5-E1)</b>
<b>Unit 1:</b> 43D
<b>Unit 3:</b> 263F, 333D, 357E
<b>Unit 4:</b> 61D
<b>Unit 6:</b> 295F

<b>English Language Arts</b>
<b>Unit 4: Travel the Information Highway</b>
<b>50. Locate information about a topic from a variety of sources, including children’s magazines, children’s encyclopedias, and electronic references. (ELA-5-E2)</b>
<b>Unit 1:</b> 13F, 13T, 14D, 14O, 21A, 26D, 41A, 46D, 46O, 59A, 62D, 62O, 79A, 84D, 84O, 103A, 103B, 105E, 105F, 105G, 105H, 105I, 105J
<b>Unit 2:</b> 107F, 108D, 117B, 120D, 135A, 138D, 153A, 155C, 156D, 175A, 177C, 180D, 195A, 200D, 219A, 221D, 222D, 233A, 235D
<b>Unit 3:</b> 237F, 238D, 238O, 249A, 252D, 252O, 263D, 268D, 268O, 291A, 296D, 296O, 311A, 314D, 314O, 331A, 334D, 334O, 357A
<b>Unit 4:</b> 13F, 14D, 20, 27A, 29D, 30D, 37A, 42D, 59A, 64D, 77A, 82D, 92D, 117A, 313D
<b>Unit 5:</b> 121F, 122D, 143A, 148D, 155A, 160D, 160M, 160, 173A, 178D, 193A, 196D, 209A, 212D, 243A
<b>Unit 6:</b> 247F, 248D, 265A, 267D, 268D, 268N, 281A-281B, 283G, 284D, 284M, 295A, 295B, 298D, 298M, 311A, 313D, 316D, 316M, 331A, 331B, 336D, 336M, 359A, 361D, 362D, 362M, 373A, 373B

<b>English Language Arts</b>
<b>Unit 4: Travel the Information Highway</b>
<b>51. Gather and arrange information in a variety of organizations forms, including graphic organizers, simple outlines, notes, and summaries. (ELA-5-E3)</b>
<b>Unit 1:</b> 79E
<b>Unit 2:</b> 153E, 177D, 195E
<b>Unit 4:</b> 47, 69

<b>English Language Arts</b>
<b>Unit 4: Travel the Information Highway</b>
<b>52. Use technology to publish a variety of works, including simple research reports and book summaries. (ELA-5-E4)</b>
<b>Unit 1:</b> 13F, 13T, 14D, 14O, 21A, 26D, 41A, 46D, 46O, 59A, 62D, 62O, 79A, 84D, 84O, 103A, 103B, 105E, 105F, 105G, 105H, 105I, 105J
<b>Unit 2:</b> 107F, 108D, 117B, 120D, 135A, 138D, 153A, 155C, 156D, 175A, 177C, 180D, 195A, 200D, 219A, 221D, 222D, 233A, 235D
<b>Unit 3:</b> 237F, 238D, 238O, 249A, 252D, 252O, 263D, 268D, 268O, 291A, 296D, 296O, 311A, 314D, 314O, 331A, 334D, 334O, 357A
<b>Unit 4:</b> 13F, 14D, 20, 27A, 29D, 30D, 37A, 42D, 59A, 64D, 77A, 82D, 92D, 117A, 313D
<b>Unit 5:</b> 121F, 122D, 143A, 148D, 155A, 160D, 160M, 160, 173A, 178D, 193A, 196D, 209A, 212D, 243A
<b>Unit 6:</b> 247F, 248D, 265A, 267D, 268D, 268N, 281A-281B, 283G, 284D, 284M, 295A, 295B, 298D, 298M, 311A, 313D, 316D, 316M, 331A, 331B, 336D, 336M, 359A, 361D, 362D, 362M, 373A, 373B

<b>English Language Arts</b>
<b>Unit 4: Travel the Information Highway</b>
<b>53. Tell and write about the sources of learned information. (ELA-5-E5)</b>
<b>Unit 2:</b> 200P
<b>Unit 3:</b> 238P, 296P, 334O, 334P, 359F, 359G, 359H, 359I, 359J
<b>Unit 4:</b> 14N, 42N, 64N, 92N
<b>Unit 5:</b> 178N
<b>Unit 6:</b> 248N, 298M, 298N

## Unit 5: Poetry Is Art in Words

<b>English Language Arts</b>
<b>Unit 5: Poetry Is Art in Words</b>
<b>1. Identify unique letter-sound patterns, including long and short vowels (e.g., ea for short e, as in bread, and ough for long o, as in though) and consonants (tch for /ch/, as in watch, and gh for /f/ as in cough). (ELA-1-E1)</b>
<b>Unit 1:</b> T55, 14K, 14M, 14P, 14, 15, 16, 17, 18, 19, 20, 21, 26K, 26M, 26P, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 46K, 46M, 46Q, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62K, 62M, 62P, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 84K, 84M, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 103
<b>Unit 2:</b> 108K, 108M, 108P, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 120K, 120M, 120P, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 138K, 138M, 138P, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 156K, 156M, 156P, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 180K, 180M, 180P, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 200K, 200M, 200P, 222K, 222M, 222P, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233
<b>Unit 3:</b> 238K, 238L, 238M, 238N, 238P, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 252K, 252L, 252M, 252N, 252P, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 268K, 268L, 268M, 268P, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 296L, 296N, 296P, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 311C, 314K, 314L, 314M, 314N, 314P, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334L, 334M, 334N, 334P, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357
<b>Unit 4:</b> 14K, 14L, 14N, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 30K, 30L, 30N, 30, 31, 32, 33, 34, 35, 36, 37, 42K, 42L, 42N, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 64K, 64L, 64N, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82K, 82L, 82N, 82, 83, 84, 85, 86, 87, 88, 89, 92K, 92L, 92N, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117
<b>Unit 5:</b> 122K, 122N, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 148K, 148N, 148, 149, 150, 151, 152, 153, 154, 155, 160K, 160N, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 178K, 178N, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 196K, 196N, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 212K, 212N, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243
<b>Unit 6:</b> 248K, 248N, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 268K, 268N, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 284K, 284N, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 298K, 298N, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 316K, 316N, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 336K, 336N, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 362L, 362N, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373

<b>English Language Arts</b>
<b>Unit 5: Poetry Is Art in Words</b>
<b>2a. Demonstrate understanding of phonics by doing the following: Isolating difficult parts of words in order to correct a mispronunciation or decode an unfamiliar printed word. (ELA-1-E1)</b>
<b>Unit 1:</b> 14N, 14P, 26N, 26P, 46N, 46P, 62N, 62P, 84N, 84P  <b>Unit 2:</b> 108N, 108P, 120N, 120P, 138N, 138P, 156N, 156P, 180N, 180P, 200N, 200P, 222N, 222P  <b>Unit 3:</b> 238N, 238P, 252N, 252P, 268N, 268P, 296N, 296P, 314N, 314P, 334N, 334P  <b>Unit 4:</b> 14L, 14N, 30L, 30N, 42L, 42N, 64L, 64N, 71-72, 75-76, 82L, 82N, 92L, 92N  <b>Unit 5:</b> 122L, 122N, 148L, 148N, 160L, 160N, 178L, 178N, 196L, 196N, 212L, 212N  <b>Unit 6:</b> 248N, 268N, 284N, 298N, 316N, 336N, 362N

<b>English Language Arts</b>
<b>Unit 5: Poetry Is Art in Words</b>
<b>2b. Demonstrate understanding of phonics by doing the following: Fluently manipulating targeted sounds by adding, deleting, or substituting the sounds to create new words. (ELA-1-E1)</b>
<b>Unit 1:</b> 14K, 14L, 14M, 14N, 14P, 14, 23I, 26K, 26L, 26M, 26N, 26P, 26, 43F, 43G, 43H, 43I, 46P, 46K, 46L, 46M, 46N, 47, 62L, 62M, 62N, 62P, 62, 84K, 84L, 84M, 84N, 84P, 84  <b>Unit 2:</b> 108K, 108L, 108M, 108N, 108P, 120K, 120L, 120M, 120N, 120P, 120, 132, 138K, 138L, 138M, 138N, 138P, 138, 142, 145, 147, 156K, 156L, 156M, 156N, 156P, 156, 159, 163, 167, 177I, 180K, 180L, 180M, 180N, 180P, 200K, 200L, 200M, 200N, 200P, 200, 202, 204, 208, 215, 218, 219, 222K, 222L, 222M, 222N, 222P, 222, 224, 226, 230, 231, 235G  <b>Unit 3:</b> 238K, 238L, 238M, 238N, 238P, 238, 239, 240, 242, 243, 245, 247, 248, 252K, 253L, 253M, 252N, 252P, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 268K, 268L, 268M, 268N, 268P, 268, 269, 270, 271, 274, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 296K, 296L, 296M, 296N, 296P, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 311C, 313G, 314K, 314L, 314M, 314N, 314P, 314, 315, 316, 318, 319, 321, 322, 323, 324, 325, 328, 329, 333G, 334K, 334L, 34M, 334N, 334P, 334Q, 342, 349, 359I  <b>Unit 4:</b> 14K, 14L, 14N, 14, 16, 8, 19, 20, 22, 25, 30K, 30L, 30N, 30, 32, 34, 42K, 42L, 42N, 42O, 42, 48, 64K, 64L, 64N, 64, 65, 67, 71, 72, 74, 75, 79G, 82K, 82L, 82N, 82O, 82, 92K, 92L, 92N, 93, 94, 95, 96, 99, 100, 101, 102, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115  <b>Unit 5:</b> 122L, 122N, 122, 148L, 148N, 148, 160L, 160N, 160, 178L, 178N, 178, 196L, 196N, 196, 212L, 212  <b>Unit 6:</b> 248K, 248L, 248N, 248O, 248, 251, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 268K, 268L, 268N, 268, 272, 275, 276, 277, 279, 280, 284K, 284L, 284N, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 298L, 298N, 311C, 316K, 316L, 316N, 316, 317, 318, 321, 322, 323, 324, 325, 327, 328, 329, 336K, 336L, 336N, 336, 338, 339, 340, 343, 345, 346, 347, 348, 350, 351, 355, 357, 362L, 362N, 362, 364, 366, 368, 369, 370, 371

<b>English Language Arts</b>
<b>Unit 5: Poetry Is Art in Words</b>
<b>2c. Demonstrate understanding of phonics by doing the following: Differentiating short- and long-vowel sounds in printed words when those sounds are made with a broad variety of letter combinations and a variety of word families (e.g., ou, ow, ough, igh). (ELA-1-E1)</b>
<p><b>Unit 1:</b> 14L, 14N, 14P, 14Q, 14, 15, 16, 17, 18, 19, 20, 21, 26L, 26N, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 141, 46L, 46N, 47, 48, 49, 50, 51, 62N, 62P, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 79, 84L, 84N, 84R, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103</p> <p><b>Unit 2:</b> 108L, 108N, 108P, 108Q, 108, 109, 110, 111, 112, 113, 114, 115, 116, 120L, 120N, 120Q, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 138L, 138N, 138Q, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 156L, 156N, 156Q, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 180L, 180N, 180P, 180Q, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 200L, 200N, 200P, 200Q, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 222L, 222N, 222P, 222Q, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233</p> <p><b>Unit 3:</b> 238M, 238P, 238Q, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 252L, 252N, 252P, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 268L, 268P, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 296L, 296N, 296P, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 311C, 314L, 314N, 314P, 314Q, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334L, 334N, 334P, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357</p> <p><b>Unit 4:</b> 14L, 14O, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 30L, 30O, 30, 31, 32, 33, 34, 35, 36, 37, 42L, 42N, 42O, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 64L, 64N, 64O, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82L, 82N, 82O, 82, 83, 84, 85, 86, 87, 88, 89, 92L, 92N, 92O, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117</p> <p><b>Unit 5:</b> 122L, 122N, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 148L, 148N, 148, 149, 150, 151, 152, 153, 154, 155, 160L, 160N, 160O, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 178L, 178N, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 196L, 196N, 196O, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 212L, 212N, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243</p> <p><b>Unit 6:</b> 248K, 248N, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 268K, 268N, 268O, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 284K, 284N, 284O, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 298K, 298N, 298O, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 316K, 316N, 316O, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 336K, 336N, 336O, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 362L, 362N, 362O, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373</p>



<b>English Language Arts</b>
<b>Unit 5: Poetry Is Art in Words</b>
<b>2d. Demonstrate understanding of phonics by doing the following: Reading regularly spelled words with as many as four syllables. (ELA-1-E1)</b>
<b>Unit 1:</b> 14K, 14M, 14P, 14Q, 26K, 26M, 26P, 46K, 46M, 46Q, 62K, 62M, 62P, 84K, 84M, 84R
<b>Unit 2:</b> 108K, 108M, 108P, 108Q, 120K, 120M, 120P, 120Q, 138K, 138M, 138P, 138Q, 156K, 156M, 156P, 156Q, 180K, 180M, 180P, 180Q, 200K, 200M, 200P, 200Q, 222K, 222M, 222P, 222Q
<b>Unit 3:</b> 238K, 328L, 328M, 238N, 238P, 238Q, 252K, 252L, 252M, 252N, 252P, 252Q, 268K, 268L, 268M, 268P, 296L, 296N, 296P, 296Q, 311C, 314K, 314L, 314M, 314N, 314P, 314Q, 334K, 334L, 334M, 334N, 334P
<b>Unit 4:</b> 14K, 14L, 14O, 30K, 30L, 30O, 42K, 42L, 42O, 64K, 64L, 64O, 82K, 82L, 82O, 92K, 92L, 92O
<b>Unit 5:</b> 122K, 122N, 148K, 148N, 160K, 160N, 160O, 178K, 178N, 196K, 196N, 196O, 212K, 212N
<b>Unit 6:</b> 248K, 248N, 268K, 268N, 268O, 284K, 284N, 298K, 298N, 298O, 316K, 316N, 316O, 336K, 336N, 336O, 362L, 362N, 362O

<b>English Language Arts</b>
<b>Unit 5: Poetry Is Art in Words</b>
<b>3. Identify and explain common synonyms, antonyms, and homonyms. (ELA-1-E1)</b>
<b>Unit 1:</b> 21B, 41B, 59B, 62N, 79B, 103B
<b>Unit 2:</b> 137G, 137H, 137I, 221G, 221H, 221I, 235H, 235I
<b>Unit 3:</b> 311C
<b>Unit 4:</b> 27B, 37B, 39G, 39H, 39I, 41A, 79G, 79H, 79I, 82L, 119G, 119H, 119I
<b>Unit 5:</b> 145G, 145H, 157G, 157H, 157I, 160K, 178L, 212K, 245H, 245I
<b>Unit 6:</b> 268K, 281B, 295B, 298K, 311B, 313G, 313H, 313I, 316K, 331B, 336K, 373B, 362K, 362L, 375G, 375H, 375I

<b>English Language Arts</b>
<b>Unit 5: Poetry Is Art in Words</b>
<b>4. Use knowledge of base words to interpret meaning of unfamiliar words (e.g., heat/preheat). (ELA-1-E1)</b>
<b>Unit 2:</b> 108, 109, 110, 111, 112, 113, 114, 115, 116, 108K, 108L, 119G, 119H, 119I, 119J, 120K, 120L, 132, 135, 138, 140, 143, 144, 146, 148, 149, 150, 152, 156, 156K, 156L, 164, 165, 168, 173
<b>Unit 3:</b> 251G, 251H, 251I
<b>Unit 4:</b> 14K, 14L, 14, 15, 17, 21, 23, 26, 64, 64K, 64L, 66, 68, 69, 70, 73, 77, 82K, 82L, 84, 86, 87, 88, 89
<b>Unit 5:</b> 175G, 175H, 175I, 175J, 178K
<b>Unit 6:</b> 267E, 267F, 267G, 267H, 267I, 267J, 283E, 283F, 283G, 283H, 283I, 283J

<b>English Language Arts</b>
<b>Unit 5: Poetry Is Art in Words</b>
<b>5. Determine word meaning and appropriate word choices using reference aids, including dictionaries and thesauruses. (ELA-1-E1)</b>
<b>Unit 1:</b> 14P, 17, 26P, 28, 46P, 62P, 81G, 81H, 81I, 84P, 86, 105G, 105H
<b>Unit 2:</b> 108P, 120P, 138P, 156P, 180P, 197G, 200P, 222P
<b>Unit 3:</b> 238P, 251H, 252P, 268P, 296P, 311C, 314P, 321, 334P
<b>Unit 4:</b> 14N, 20, 30N, 30O, 42N, 64N, 82N, 92N
<b>Unit 5:</b> 122N, 148N, 160N, 178N, 196N, 212N
<b>Unit 6:</b> 248N, 268N, 284N, 297H, 298N, 316N, 336N, 362N, 362

<b>English Language Arts</b>
<b>Unit 5: Poetry Is Art in Words</b>
<b>9. Identify literary and sound devices, including similes and rhythm in texts. (ELA-1-E4)</b>
<b>Unit 1:</b> 41E
<b>Unit 3:</b> 331E
<b>Unit 4:</b> 61G
<b>Unit 6:</b> 315A

<b>English Language Arts</b>
<b>Unit 5: Poetry Is Art in Words</b>
<b>19. Identify the author's viewpoint (i.e., perspective) in a text. (ELA-7-E3)</b>
<b>Unit 1:</b> 84R, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 103C, 103D
<b>Unit 2:</b> 156R, 157, 159, 171, 173, 175
<b>Unit 3:</b> 249D
<b>Unit 5:</b> 122D, 123, 125, 127, 129, 131, 133, 135, 137, 139, 141, 143, 143C, 143D, 143E, 147A
<b>Unit 6:</b> 295D, 362P, 363, 365, 367

<b>English Language Arts</b>
<b>Unit 5: Poetry Is Art in Words</b>
<b>20b. Apply basic reasoning skills, including: Asking questions about texts read independently including why and how. (ELA-7-E4)</b>
<b>Unit 1:</b> 21, 23, 41, 43, 59, 61, 79, 81, 103, 105
<b>Unit 2:</b> 117, 119, 135, 137, 153, 155, 175, 177, 219, 221, 233, 235
<b>Unit 3:</b> 249, 251, 363, 365, 291, 293, 311, 313, 331, 333, 357, 359
<b>Unit 4:</b> 27, 29, 37, 39, 59, 61, 77, 79, 89, 91, 117, 119
<b>Unit 5:</b> 143, 145, 155, 157, 173, 175, 193, 195, 209, 211, 243, 245
<b>Unit 6:</b> 265, 267, 281, 283, 295, 297, 331, 333, 359, 361

<b>English Language Arts</b>
<b>Unit 5: Poetry Is Art in Words</b>
<b>23f. Develop compositions of one or more paragraphs using writing processes such as the following: Creating a final draft for possible publication. (ELA-2-E3)</b>
<b>Unit 1:</b> 105I
<b>Unit 2:</b> 119J
<b>Unit 5:</b> 145E, 157E, 175E, 195E, 195J, 211E, 245E
<b>Unit 6:</b> 267E, 283E, 297E, 313E, 333E, 361E, 375E

<b>English Language Arts</b>
<b>Unit 5: Poetry Is Art in Words</b>
<b>24d. Develop grade-appropriate compositions, for example: Informational descriptions with some detail. (ELA-2-E4)</b>
<b>Unit 1:</b> 61F
<b>Unit 3:</b> 251F, 251G, 251H, 251I, 251J, 265F, 265G, 265H, 265I, 265J, 293F, 293G, 293H, 293I, 293J, 313F, 313F, 313G, 313I, 313J, 333A, 333F, 333G, 333H, 333I, 333J, 359F, 359G, 359H, 369I, 359J
<b>Unit 4:</b> 79F, 79G, 79H, 79I, 79J, 91F, 91G, 91H, 91I, 91J, 119F, 119G, 119H, 119I, 119J, 175F, 175G, 175H, 175I, 175J
<b>Unit 5:</b> 145F, 145G, 145H, 145I, 145J, 155C, 157F, 157G, 157H, 157I, 157J, 175F, 175G, 175H, 175I, 175J, 209D, 211F, 211G, 211H, 211I, 211J, 245F, 245G, 245H, 245I, 245J
<b>Unit 6:</b> 267F, 267G, 267H, 267I, 267J, 283F, 283G, 283H, 283I, 283J, 313F, 313G, 313H, 313I, 313J, 361F, 361G, 361H, 361I, 361J

<b>English Language Arts</b>
<b>Unit 5: Poetry Is Art in Words</b>
<b>26b. Write for various purposes, including: Informal writing, including messages, journals, notes, and poems. (ELA-2-E6)</b>
<b>Unit 1:</b> 13S, 21B, 23, 41B, 43, 45B, 59B, 79B, 81, 103B, 105
<b>Unit 2:</b> 117B, 119, 119G, 135B, 137, 153B, 155, 175B, 177, 195B, 199A, 197, 219B
<b>Unit 3:</b> 249B, 251, 251G, 263B, 265, 291B, 293, 311B, 313, 331B
<b>Unit 4:</b> 27B, 37B, 59B, 61G, 91G, 79H, 117B
<b>Unit 5:</b> 143B, 143F, 145, 145F, 147B, 155B, 157, 159, 173B, 175, 175F, 193B, 175F
<b>Unit 6:</b> 265B, 281B, 283, 295B, 297, 311B, 313, 315, 331B, 333, 359B, 361, 373B, 375

<b>English Language Arts</b>
<b>Unit 5: Poetry Is Art in Words</b>
<b>38. Adjust speaking tone and volume to suit purpose, audience, and setting. (ELA-4-E1)</b>
<b>Unit 1:</b> 21A, 41A, 43I, 45B, 59A, 79A, 79, 81A, 103A, 105M
<b>Unit 2:</b> 135A, 137I, 199B, 221C, 235C
<b>Unit 3:</b> 249A, 263A, 267B, 291A, 311A, 331A, 357A, 359C
<b>Unit 4:</b> 27A, 37A, 39I, 41B, 59A, 59F, 62, 63B, 77A, 89A, 117A, 119C, 119I
<b>Unit 5:</b> 143A, 155A, 173A, 193A, 243A, 245C, 245I
<b>Unit 6:</b> 265A, 281A, 295A, 297J, 311A, 315B, 331A, 359A, 373A, 375C

<b>English Language Arts</b>
<b>Unit 5: Poetry Is Art in Words</b>
<b>41. Adjust language during a presentation in order to inform or explain in a specific audience. (ELA-4-E4)</b>
<b>Unit 2:</b> 235C
<b>Unit 3:</b> 313I, 359C
<b>Unit 4:</b> 119C
<b>Unit 5:</b> 155E, 195C, 211C
<b>Unit 6:</b> 313D

<b>English Language Arts</b>
<b>Unit 5: Poetry Is Art in Words</b>
<b>42. Deliver informal presentations that demonstrate an understanding of a topic. (ELA-4-E4)</b>
<b>Unit 1:</b> 23B, 43B, 61B, 81B, 105B
<b>Unit 2:</b> 119B, 137B, 155B, 177B, 197B, 221B, 235B
<b>Unit 3:</b> 251B, 265B, 293B, 313B, 333B, 359B
<b>Unit 4:</b> 29B, 61B, 79B, 91B, 119B
<b>Unit 5:</b> 145B, 157B, 175B, 195B, 211B, 245B
<b>Unit 6:</b> 265I, 267B, 283B, 297B, 313B, 333B, 361B, 375B

<b>English Language Arts</b>
<b>Unit 5: Poetry Is Art in Words</b>
<b>43. Give rehearsed oral presentations about general topics using eye contact, appropriate volume, clear pronunciation, and appropriate visual aids. (ELA-4-E4)</b>
<b>Unit 2:</b> 197I, 235C
<b>Unit 3:</b> 359C
<b>Unit 4:</b> 59F, 119C
<b>Unit 5:</b> 211I, 211J
<b>Unit 6:</b> 375C

## Unit 6: Reading and Writing Nonfiction

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction</b>
<b>5. Determine word meaning and appropriate word choices using reference aids, including dictionaries and thesauruses. (ELA-1-E1)</b>
<b>Unit 1:</b> 14P, 17, 26P, 28, 46P, 62P, 81G, 81H, 81I, 84P, 86, 105G, 105H
<b>Unit 2:</b> 108P, 120P, 138P, 156P, 180P, 197G, 200P, 222P
<b>Unit 3:</b> 238P, 251H, 252P, 268P, 296P, 311C, 314P, 321, 334P
<b>Unit 4:</b> 14N, 20, 30N, 30O, 42N, 64N, 82N, 92N
<b>Unit 5:</b> 122N, 148N, 160N, 178N, 196N, 212N
<b>Unit 6:</b> 248N, 268N, 284N, 297H, 298N, 316N, 336N, 362N, 362

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction</b>
<b>6. Identify the glossary and index in a book. (ELA-1-E2)</b>
<b>Unit 1:</b> 43D
<b>Unit 2:</b> 117F, 235D
<b>Unit 3:</b> 333D, 357E
<b>Unit 4:</b> 61D
<b>Unit 5:</b> 195D
<b>Unit 6:</b> 295F

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction</b>
<b>11. Make statements about how previous reading and life experiences relate to information read in texts. (ELA-1-E6)</b>
<b>Unit 1:</b> 14R, 21C, 27, 29, 31, 33, 35, 41C, 41D, 45B, 54, 65, 79, 79C
<b>Unit 2:</b> 135B, 153B, 155A, 175B, 195B, 201, 203, 205, 207, 208, 209, 211, 213, 215, 217, 219, 219C, 235A
<b>Unit 3:</b> 240, 244, 249C, 251, 265, 268R, 272, 276, 282, 286, 293, 300, 304, 306, 308, 310, 313, 330, 333, 335, 336, 337, 338, 339, 340, 341, 343, 345, 347, 348, 349, 350, 351, 352, 353, 355, 357, 357C, 357D, 359
<b>Unit 4:</b> 22, 32, 37A, 43, 45, 46, 47, 49, 51, 53, 55, 57, 58, 61, 86, 93, 95, 97, 99, 101, 102, 103, 104, 105, 107, 109, 111, 113, 115, 117, 119, 119A
<b>Unit 5:</b> 124, 128, 134, 140, 143B, 148, 150, 152, 155B, 155C, 166, 168, 172, 182, 186, 187, 189, 191, 193, 195, 196, 200, 204, 206, 211A, 214, 216, 218, 220, 222, 228, 230, 238, 242, 243A, 245
<b>Unit 6:</b> 254, 256, 262, 267, 274, 278, 283, 297, 298P, 304, 310, 311E, 313, 322, 328, 331B, 333A, 333B, 333, 338, 342, 344, 346, 350, 353, 354, 356, 358, 359C, 361A, 361, 375

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction</b>
<b>13. Read texts and simple chapter books silently at independent reading level. (ELA-1-E7)</b>
<b>Unit 1:</b> 13I, 14G, 26G, 46G, 62G, 84G
<b>Unit 2:</b> 108G, 120G, 138G, 156G, 180G, 222G
<b>Unit 3:</b> 238G, 252G, 268G, 296G, 314G, 334G
<b>Unit 4:</b> 14G, 30G, 42G, 64G, 82G, 92G
<b>Unit 5:</b> 122G, 148G, 160G, 178G, 196G, 212G
<b>Unit 6:</b> 248G, 268G, 284G, 298G, 316G, 336G, 362G

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction</b>
<b>15. Identify a variety of types of literature, including biography, autobiography, and the folktale, in oral and written responses. (EAL-6-E2)</b>
<b>Unit 1:</b> 14A, 14O, 21A, 26A, 26O, 41A, 46A, 46O, 59A, 62A, 62O, 79B, 84A, 84O, 103A
<b>Unit 2:</b> 108A, 108O, 117A, 120A, 120O, 135A, 138A, 138O, 153A, 156A, 175A, 180A, 180O, 195A, 200A, 200O, 219A, 222A, 222O, 233A
<b>Unit 3:</b> 238A, 238O, 249B, 252A, 252O, 263B, 268A, 268O, 291A, 296A, 311A, 314A, 314O, 331B, 333A, 334A, 357A
<b>Unit 4:</b> 14A, 14M, 27B, 30A, 30M, 37B, 42A, 42M, 59B, 64A, 64M, 77A, 82A, 89B, 92A, 92M, 117A
<b>Unit 5:</b> 122A, 122M, 143A, 148M, 155A, 160A, 160M, 173A, 173E, 178A, 178M, 193A, 196A, 196M, 209A, 212A, 243A
<b>Unit 6:</b> 248A, 248M, 265A, 268A, 268M, 281E, 284A, 284M, 295A, 298A, 298M, 311B, 316A, 331A, 336A, 359A, 362A, 362M, 373A

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction</b>
<b>17c. Demonstrate understanding of information in texts using a variety of strategies, including: Making simple inferences about information in texts. (ELA-7-E1)</b>
<b>Unit 1:</b> 46R, 47, 49, 51, 53, 55, 57, 59
<b>Unit 2:</b> 108R, 109, 111, 113, 115, 117, 117C
<b>Unit 3:</b> 252R, 253, 255, 257, 259, 261, 263, 263C, 314R, 321, 323, 325, 327, 329, 331
<b>Unit 5:</b> 148P, 149, 151, 153, 155, 178P, 179, 181, 183, 185

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction</b>
<b>17d. Demonstrate understanding of information in texts using a variety of strategies, including: Self-monitoring consistently for comprehension using multiple strategies and self-correcting as appropriate. (ELA-7-E1)</b>
<b>Unit 1:</b> 59C
<b>Unit 2:</b> 142, 170, 175C, 204, 230
<b>Unit 3:</b> 252, 311C
<b>Unit 4:</b> 27C, 44, 77C, 110
<b>Unit 5:</b> 162, 186, 188, 193C
<b>Unit 6:</b> 262, 258, 260, 264, 272, 295C, 311C, 340, 364

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction</b>
<b>18. Discuss and choose the most appropriate solution to a problem in texts. (ELA-7-E2)</b>
<b>Unit 2:</b> 117E, 207, 216, 233D
<b>Unit 5:</b> 173A, 209E
<b>Unit 6:</b> 331E, 373A

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction</b>
<b>19. Identify the author’s viewpoint (i.e., perspective) in a text. (ELA-7-E3)</b>
<b>Unit 1:</b> 84R, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 103C, 103D
<b>Unit 2:</b> 156R, 157, 159, 171, 173, 175
<b>Unit 3:</b> 249D
<b>Unit 5:</b> 122D, 123, 125, 127, 129, 131, 133, 135, 137, 139, 141, 143, 143C, 143D, 143E, 147A
<b>Unit 6:</b> 295D, 362P, 363, 365, 367

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction</b>
<b>20a. Apply basic reasoning skills, including: Discussing the relationship between cause-effect. (ELA-7-E4)</b>
<b>Unit 2:</b> 147, 149, 151, 153, 223, 225, 227, 229, 231, 233
<b>Unit 3:</b> 281, 283, 285, 287, 289, 291
<b>Unit 4:</b> 65, 67, 69, 71, 73, 75, 77
<b>Unit 5:</b> 161, 163, 165, 167, 169, 171, 173, 173C, 219, 221, 223, 225, 229, 231, 233, 235, 237, 239, 241
<b>Unit 6:</b> 269, 271, 273, 275, 277, 279, 281, 281C

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction</b>
<b>20b. Apply basic reasoning skills, including: Asking questions about texts read independently including why and how. (ELA-7-E4)</b>
<b>Unit 1:</b> 21, 23, 41, 43, 59, 61, 79, 81, 103, 105
<b>Unit 2:</b> 117, 119, 135, 137, 153, 155, 175, 177, 219, 221, 233, 235
<b>Unit 3:</b> 249, 251, 363, 365, 291, 293, 311, 313, 331, 333, 357, 359
<b>Unit 4:</b> 27, 29, 37, 39, 59, 61, 77, 79, 89, 91, 117, 119
<b>Unit 5:</b> 143, 145, 155, 157, 173, 175, 193, 195, 209, 211, 243, 245
<b>Unit 6:</b> 265, 267, 281, 283, 295, 297, 331, 333, 359, 361

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction</b>
<b>21. Write compositions of one or more paragraphs, organized with a central idea and a coherent beginning, middle, and end. (ELA-2-E1)</b>
<b>Unit 3: 251H</b>
<b>Unit 4: 91H</b>

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction</b>
<b>22. Use a greater variety of action and descriptive words when writing for a specific purpose and/or audience. (ELA-2-E2)</b>
<b>Unit 1: 23E, 23F, 23G, 23H, 61F, 61</b>
<b>Unit 3: 267A</b>
<b>Unit 4: 29G, 29H, 29I, 29J, 42K, 42L, 79Em 79F, 79G, 79H</b>
<b>Unit 6: 267E, 267F, 267G, 267H, 375E, 375F, 375G, 375H</b>

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction</b>
<b>23a. Develop compositions of one or more paragraphs using writing processes such as the following: Independently generating ideas for writing by using various strategies (e.g., listing, brainstorming, drawing). (ELA-2-E3)</b>
<b>Unit 1: 14B, 23B, 23G, 23I, 25A, 26B, 43B, 43C, 45A, 46B, 61B, 62B, 84B</b>
<b>Unit 1: 23C</b>
<b>Unit 2: 108B, 119B, 119C, 119F, 120B, 137F, 155F, 138B, 156B, 180B</b>
<b>Unit 3: 238B, 251B, 251C, 252C, 265B, 268B, 293B, 296B, 313B, 314B, 333B, 334B, 359B</b>
<b>Unit 4: 14B, 29A, 29B, 30B, 39B, 39C, 42B, 61B, 64B, 79B, 79F, 82B, 91B, 92B, 119B</b>
<b>Unit 5: 122B, 145B, 145C, 145F, 147A, 148B, 157B, 157C, 160B, 175B, 178B, 195B, 196B, 211B, 212B, 245B</b>
<b>Unit 6: 248B, 267B, 267C, 268B, 283B, 283C, 284B, 297B, 298B, 297B, 298B, 313B, 315A, 316B, 333B, 336B, 361B, 362B, 375B</b>

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction</b>
<b>23d. Develop compositions of one or more paragraphs using writing processes such as the following: Conferencing with a teacher or peers. (ELA-2-E3)</b>
<b>Unit 1: 81E, 81F, 81G, 81H, 81I, 81J</b>
<b>Unit 2: 119I, 137I, 155I, 221I</b>
<b>Unit 3: 251I, 265I, 293I, 313I, 333I, 359I</b>
<b>Unit 4: 29I, 39I, 61I, 79I, 91I, 119I</b>
<b>Unit 5: 145I, 157I, 175I, 195I, 211I, 211J, 245I</b>
<b>Unit 6: 267I, 283I, 297I, 313I, 361I, 375I</b>



<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction</b>
<b>23e. Develop compositions of one or more paragraphs using writing processes such as the following: Revising for clarity, grammatically and mechanical correctness, and/or to include additional information. (ELA-2-E3)</b>
<b>Unit 1:</b> 81E, 81F, 81G, 81H, 81I, 81J
<b>Unit 2:</b> 119I, 137I, 155I, 221I
<b>Unit 3:</b> 251I, 265I, 293I, 313I, 333I, 359I
<b>Unit 4:</b> 29I, 39I, 61I, 79I, 91I, 119I
<b>Unit 5:</b> 145I, 157I, 175I, 195I, 211I, 211J, 245I
<b>Unit 6:</b> 267I, 283I, 297I, 313I, 361I, 375I

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction</b>
<b>24d. Develop grade-appropriate compositions, for example: Informational descriptions with some detail. (ELA-2-E4)</b>
<b>Unit 1:</b> 61F
<b>Unit 3:</b> 251F, 251G, 251H, 251I, 251J, 265F, 265G, 265H, 265I, 265J, 293F, 293G, 293H, 293I, 293J, 313F, 313F, 313G, 313I, 313J, 333A, 333F, 333G, 333H, 333I, 333J, 359F, 359G, 359H, 369I, 359J
<b>Unit 4:</b> 79F, 79G, 79H, 79I, 79J, 91F, 91G, 91H, 91I, 91J, 119F, 119G, 119H, 119I, 119J, 175F, 175G, 175H, 175I, 175J
<b>Unit 5:</b> 145F, 145G, 145H, 145I, 145J, 155C, 157F, 157G, 157H, 157I, 157J, 175F, 175G, 175H, 175I, 175J, 209D, 211F, 211G, 211H, 211I, 211J, 245F, 245G, 245H, 245I, 245J
<b>Unit 6:</b> 267F, 267G, 267H, 267I, 267J, 283F, 283G, 283H, 283I, 283J, 313F, 313G, 313H, 313I, 313J, 361F, 361G, 361H, 361I, 361J

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction</b>
<b>38. Adjust speaking tone and volume to suit purpose, audience, and setting. (ELA-4-E1)</b>
<b>Unit 1:</b> 21A, 41A, 43I, 45B, 59A, 79A, 79, 81A, 103A, 105M
<b>Unit 2:</b> 135A, 137I, 199B, 221C, 235C
<b>Unit 3:</b> 249A, 263A, 267B, 291A, 311A, 331A, 357A, 359C
<b>Unit 4:</b> 27A, 37A, 39I, 41B, 59A, 59F, 62, 63B, 77A, 89A, 117A, 119C, 119I
<b>Unit 5:</b> 143A, 155A, 173A, 193A, 243A, 245C, 245I
<b>Unit 6:</b> 265A, 281A, 295A, 297J, 311A, 315B, 331A, 359A, 373A, 375C

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction</b>
<b>42. Deliver informal presentations that demonstrate an understanding of a topic. (ELA-4-E4)</b>
<b>Unit 1:</b> 23B, 43B, 61B, 81B, 105B
<b>Unit 2:</b> 119B, 137B, 155B, 177B, 197B, 221B, 235B
<b>Unit 3:</b> 251B, 265B, 293B, 313B, 333B, 359B
<b>Unit 4:</b> 29B, 61B, 79B, 91B, 119B
<b>Unit 5:</b> 145B, 157B, 175B, 195B, 211B, 245B
<b>Unit 6:</b> 265I, 267B, 283B, 297B, 313B, 333B, 361B, 375B

## Unit 7: People—Autobiographies/Biographies

<b>English Language Arts</b>
<b>Unit 7: People—Autobiographies/Biographies</b>
<b>2f. Demonstrate understanding of phonics by doing the following: Using common affixes (prefixes and suffixes) to understand word meanings. (ELA-1-E1)</b>
<p><b>Unit 1:</b> 26P, 46K, 47, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62K, 62P, 62, 63, 65, 69, 70, 71, 72, 76, 77</p> <p><b>Unit 2:</b> 108K, 108P, 109, 110, 111, 112, 114, 115, 116, 120K, 120P, 121, 123, 127, 135, 138K, 138P, 138, 140, 143, 144, 146, 148, 149, 150, 152, 156K, 156P, 156, 160, 164, 165, 168, 173, 200P</p> <p><b>Unit 3:</b> 238K, 241, 244, 246, 254, 265G, 265H, 265I, 265J, 268M, 313G, 313H, 313I, 333G, 333H, 334M, 339, 359G, 359I</p> <p><b>Unit 4:</b> 14K, 14L, 14, 15, 17, 21, 23, 26, 27B, 42N, 46, 48, 54, 64K, 64N, 64, 66, 68, 73, 77, 82K, 82, 84, 86, 87, 89, 92N</p> <p><b>Unit 5:</b> 122K, 148K, 178K, 195G, 195H, 195I, 196K, 211G, 211H, 211I</p> <p><b>Unit 6:</b> 248K, 248, 250, 252, 268K, 268, 270, 271, 273, 283G, 283H, 283I, 316K, 316, 319, 320, 326, 375I</p>

<b>English Language Arts</b>
<b>Unit 7: People—Autobiographies/Biographies</b>
<b>15. Identify a variety of types of literature, including biography, autobiography, and the folktale, in oral and written responses. (EAL-6-E2)</b>
<p><b>Unit 1:</b> 14A, 14O, 21A, 26A, 26O, 41A, 46A, 46O, 59A, 62A, 62O, 79B, 84A, 84O, 103A</p> <p><b>Unit 2:</b> 108A, 108O, 117A, 120A, 120O, 135A, 138A, 138O, 153A, 156A, 175A, 180A, 180O, 195A, 200A, 200O, 219A, 222A, 222O, 233A</p> <p><b>Unit 3:</b> 238A, 238O, 249B, 252A, 252O, 263B, 268A, 268O, 291A, 296A, 311A, 314A, 314O, 331B, 333A, 334A, 357A</p> <p><b>Unit 4:</b> 14A, 14M, 27B, 30A, 30M, 37B, 42A, 42M, 59B, 64A, 64M, 77A, 82A, 89B, 92A, 92M, 117A</p> <p><b>Unit 5:</b> 122A, 122M, 143A, 148M, 155A, 160A, 160M, 173A, 173E, 178A, 178M, 193A, 196A, 196M, 209A, 212A, 243A</p> <p><b>Unit 6:</b> 248A, 248M, 265A, 268A, 268M, 281E, 284A, 284M, 295A, 298A, 298M, 311B, 316A, 331A, 336A, 359A, 362A, 362M, 373A</p>

<b>English Language Arts</b>
<b>Unit 7: People—Autobiographies/Biographies</b>
<b>16. Distinguish between a variety of types of literature, including biography, autobiography, and plays. (ELA-6-E3)</b>
<p><b>Unit 1:</b> 14A, 14O, 21A, 26A, 26O, 41A, 46A, 46O, 59A, 62A, 62O, 79B, 84A, 84O, 103A</p> <p><b>Unit 2:</b> 108A, 108O, 117A, 120A, 120O, 135A, 138A, 138O, 153A, 156A, 175A, 180A, 180O, 195A, 200A, 200O, 219A, 222A, 222O, 233A</p> <p><b>Unit 3:</b> 238A, 238O, 249B, 252A, 252O, 263B, 268A, 268O, 291A, 296A, 311A, 314A, 314O, 331B, 333A, 334A, 357A</p> <p><b>Unit 4:</b> 14A, 14M, 27B, 30A, 30M, 37B, 42A, 42M, 59B, 64A, 64M, 77A, 82A, 89B, 92A, 92M, 117A</p> <p><b>Unit 5:</b> 122A, 122M, 143A, 148M, 155A, 160A, 160M, 173A, 173E, 178A, 178M, 193A, 196A, 196M, 209A, 212A, 243A</p> <p><b>Unit 6:</b> 248A, 248M, 265A, 268A, 268M, 281E, 284A, 284M, 295A, 298A, 298M, 311B, 316A, 331A, 336A, 359A, 362A, 362M, 373A</p>

<b>English Language Arts</b>
<b>Unit 7: People—Autobiographies/Biographies</b>
<b>19. Identify the author’s viewpoint (i.e., perspective) in a text. (ELA-7-E3)</b>
<b>Unit 1:</b> 84R, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 103C, 103D
<b>Unit 2:</b> 156R, 157, 159, 171, 173, 175
<b>Unit 3:</b> 249D
<b>Unit 5:</b> 122D, 123, 125, 127, 129, 131, 133, 135, 137, 139, 141, 143, 143C, 143D, 143E, 147A
<b>Unit 6:</b> 295D, 362P, 363, 365, 367

<b>English Language Arts</b>
<b>Unit 7: People—Autobiographies/Biographies</b>
<b>20b. Apply basic reasoning skills, including: Asking questions about texts read independently including why and how. (ELA-7-E4)</b>
<b>Unit 1:</b> 21, 23, 41, 43, 59, 61, 79, 81, 103, 105
<b>Unit 2:</b> 117, 119, 135, 137, 153, 155, 175, 177, 219, 221, 233, 235
<b>Unit 3:</b> 249, 251, 363, 365, 291, 293, 311, 313, 331, 333, 357, 359
<b>Unit 4:</b> 27, 29, 37, 39, 59, 61, 77, 79, 89, 91, 117, 119
<b>Unit 5:</b> 143, 145, 155, 157, 173, 175, 193, 195, 209, 211, 243, 245
<b>Unit 6:</b> 265, 267, 281, 283, 295, 297, 331, 333, 359, 361

<b>English Language Arts</b>
<b>Unit 7: People—Autobiographies/Biographies</b>
<b>23a. Develop compositions of one or more paragraphs using writing processes such as the following: Independently generating ideas for writing by using various strategies (e.g., listing, brainstorming, drawing). (ELA-2-E3)</b>
<b>Unit 1:</b> 14B, 23B, 23G, 23I, 25A, 26B, 43B, 43C, 45A, 46B, 61B, 62B, 84B
<b>Unit 2:</b> 108B, 119B, 119C, 119F, 120B, 137F, 155F, 138B, 156B, 180B
<b>Unit 3:</b> 238B, 251B, 251C, 252C, 265B, 268B, 293B, 296B, 313B, 314B, 333B, 334B, 359B
<b>Unit 4:</b> 14B, 29A, 29B, 30B, 39B, 39C, 42B, 61B, 64B, 79B, 79F, 82B, 91B, 92B, 119B
<b>Unit 5:</b> 122B, 145B, 145C, 145F, 147A, 148B, 157B, 157C, 160B, 175B, 178B, 195B, 196B, 211B, 212B, 245B
<b>Unit 6:</b> 248B, 267B, 267C, 268B, 283B, 283C, 284B, 297B, 298B, 297B, 298B, 313B, 315A, 316B, 333B, 336B, 361B, 362B, 375B

<b>English Language Arts</b>
<b>Unit 7: People—Autobiographies/Biographies</b>
<b>23b. Develop compositions of one or more paragraphs using writing processes such as the following: Creating a plan (e.g., graphic organizer, web) appropriate to the purpose of writing. (ELA-2-E3)</b>
<b>Unit 1:</b> 14B, 23B, 23, 23G, 23I, 25A, 26B, 43B, 43C, 45A, 46B, 61B, 62B, 84B
<b>Unit 2:</b> 108B, 119B, 119C, 119F, 120B, 137F, 155F, 138B, 156B, 180B
<b>Unit 3:</b> 238B, 251B, 251C, 252C, 265B, 268B, 293B, 296B, 313B, 314B, 333B, 334B, 359B
<b>Unit 4:</b> 14B, 29A, 29B, 30B, 39B, 39C, 42B, 61B, 64B, 79B, 79F, 82B, 91B, 92B, 119B
<b>Unit 5:</b> 122B, 145B, 145C, 145F, 147A, 148B, 157B, 157C, 160B, 175B, 178B, 195B, 196B, 211B, 212B, 245B
<b>Unit 6:</b> 248B, 267B, 267C, 268B, 283B, 283C, 284B, 297B, 298B, 297B, 298B, 313B, 315A, 316B, 333B, 336B, 361B, 362B, 375B

<b>English Language Arts</b>
<b>Unit 7: People—Autobiographies/Biographies</b>
<b>23c. Develop compositions of one or more paragraphs using writing processes such as the following: Writing a first draft with a developed beginning, middle, and an end. (ELA-2-E3)</b>
<b>Unit 1:</b> 61E, 61F, 61G, 61H, 61I, 61J
<b>Unit 2:</b> 119H, 137H, 155H, 221H
<b>Unit 3:</b> 251H, 265H, 293H, 313H, 333H, 359H
<b>Unit 4:</b> 29H, 39H, 61h, 79H, 91H, 119H
<b>Unit 5:</b> 145H, 157H, 175H, 195H, 211H
<b>Unit 6:</b> 267H, 283H, 297H, 313H, 361H, 375H

<b>English Language Arts</b>
<b>Unit 7: People—Autobiographies/Biographies</b>
<b>27. Write legible short paragraphs using proper indentation. (ELA-3-E1)</b>
<b>Unit 1:</b> 23J, 43J, 61J, 81J, 105J
<b>Unit 2:</b> 119J, 137J, 155J, 177J, 197J, 221J, 235J
<b>Unit 3:</b> 251J, 265J, 293J, 313J, 333J, 359J
<b>Unit 4:</b> 29J, 39J, 61J, 79J, 91J, 119J
<b>Unit 5:</b> 145J, 157J, 175J, 195J, 211J, 245J
<b>Unit 6:</b> 267J, 283J, 297J, 313J, 333J, 361J, 375J

<b>English Language Arts</b>
<b>Unit 7: People—Autobiographies/Biographies</b>
<b>30f. Write using standard English structure and usage, including: Possessive nouns. (ELA-3-E3)</b>
<b>Unit 5:</b> 211E, 211F, 211G, 211H, 211I, 211J, 245F

<b>English Language Arts</b>
<b>Unit 7: People—Autobiographies/Biographies</b>
<b>30g. Write using standard English structure and usage, including: Adverbs, especially those related to time. (ELA-3-E3)</b>
<b>Unit 4:</b> 91E, 91F, 91G, 91H
<b>Unit 6:</b> 313E, 313F, 313G, 313H

<b>English Language Arts</b>
<b>Unit 7: People—Autobiographies/Biographies</b>
<b>34. Use spelling patterns and rules correctly (e.g., dropping silent –e before adding –ing). ELA-3-E5)</b>
<p><b>Unit 1:</b> 14N, 23E, 23F, 23G, 23H, 23I, 23J, 26N, 43E, 43F, 43G, 43H, 43I, 43J, 46N, 61E, 61F, 61G, 61H, 61I, 61J, 62N, 81E, 81F, 81G, 81H, 81I, 81J, 84N, 105E, 105F, 105G, 105H, 105I, 105J</p> <p><b>Unit 2:</b> 108N, 119E, 119F, 119G, 119H, 119I, 119J, 120N, 137E, 137F, 137G, 137H, 137I, 137J, 138N, 155E, 155F, 155G, 155H, 155I, 155J, 156N, 177E, 177F, 177G, 177H, 177I, 177J, 180N, 197E, 197F, 197G, 197H, 197I, 197J, 200N, 221E, 221F, 221G, 221H, 221I, 221J, 222N, 235E, 235F, 235G, 235H, 235I, 235J</p> <p><b>Unit 3:</b> 238N, 251E, 251F, 251G, 251H, 251I, 251J, 252N, 265E, 265F, 265G, 265H, 265I, 265J, 268N, 293E, 293F, 293G, 293H, 293I, 293J, 296N, 313E, 313F, 313G, 313H, 313I, 313J, 314N, 333E, 333F, 333G, 333H, 333I, 333J, 334N, 359E, 359F, 359G, 359H, 359I, 359J</p> <p><b>Unit 4:</b> 29E, 29F, 29G, 29H, 29I, 29J, 39E, 39F, 39G, 39H, 39I, 39J, 61E, 61F, 61G, 61H, 61I, 61J, 79E, 79F, 79G, 79H, 79I, 79J, 91E, 91F, 91G, 91H, 91I, 91J, 119E, 119F, 119G, 119H, 119I, 119J</p> <p><b>Unit 5:</b> 145E, 145F, 145G, 145H, 145I, 145J, 157E, 157F, 157G, 157H, 157I, 157J, 175E, 175F, 175G, 175H, 175I, 175J, 195E, 195F, 195G, 195H, 195I, 195J, 211E, 211F, 211G, 211H, 211I, 211J, 245E, 245F, 245G, 245H, 245I, 245J</p> <p><b>Unit 6:</b> 267E, 267F, 267G, 267H, 267I, 267J, 283E, 283F, 283G, 283H, 283I, 283J, 297E, 297F, 297G, 297H, 297I, 297J, 313E, 313F, 313G, 313H, 313I, 313J, 333E, 333F, 333G, 333H, 333I, 333J, 361E, 361F, 361G, 361H, 361I, 361J, 375E, 375F, 375G, 375H, 375I, 375J</p>

<b>English Language Arts</b>
<b>Unit 7: People—Autobiographies/Biographies</b>
<b>35. Use multiple spelling strategies (e.g., word wall, word lists, thinking about the base word, affixes). (ELA-3-E5)</b>
<p><b>Unit 1:</b> 14N, 23E, 23F, 23G, 23H, 23I, 23J, 26N, 43E, 43F, 43G, 43H, 43I, 43J, 46N, 61E, 61F, 61G, 61H, 61I, 61J, 62N, 81E, 81F, 81G, 81H, 81I, 81J, 84N, 105E, 105F, 105G, 105H, 105I, 105J</p> <p><b>Unit 2:</b> 108N, 119E, 119F, 119G, 119H, 119I, 119J, 120N, 137E, 137F, 137G, 137H, 137I, 137J, 138N, 155E, 155F, 155G, 155H, 155I, 155J, 156N, 177E, 177F, 177G, 177H, 177I, 177J, 180N, 197E, 197F, 197G, 197H, 197I, 197J, 200N, 221E, 221F, 221G, 221H, 221I, 221J, 222N, 235E, 235F, 235G, 235H, 235I, 235J</p> <p><b>Unit 3:</b> 238N, 251E, 251F, 251G, 251H, 251I, 251J, 252N, 265E, 265F, 265G, 265H, 265I, 265J, 268N, 293E, 293F, 293G, 293H, 293I, 293J, 296N, 313E, 313F, 313G, 313H, 313I, 313J, 314N, 333E, 333F, 333G, 333H, 333I, 333J, 334N, 359E, 359F, 359G, 359H, 359I, 359J</p> <p><b>Unit 4:</b> 29E, 29F, 29G, 29H, 29I, 29J, 39E, 39F, 39G, 39H, 39I, 39J, 61E, 61F, 61G, 61H, 61I, 61J, 79E, 79F, 79G, 79H, 79I, 79J, 91E, 91F, 91G, 91H, 91I, 91J, 119E, 119F, 119G, 119H, 119I, 119J</p> <p><b>Unit 5:</b> 145E, 145F, 145G, 145H, 145I, 145J, 157E, 157F, 157G, 157H, 157I, 157J, 175E, 175F, 175G, 175H, 175I, 175J, 195E, 195F, 195G, 195H, 195I, 195J, 211E, 211F, 211G, 211H, 211I, 211J, 245E, 245F, 245G, 245H, 245I, 245J</p> <p><b>Unit 6:</b> 267E, 267F, 267G, 267H, 267I, 267J, 283E, 283F, 283G, 283H, 283I, 283J, 297E, 297F, 297G, 297H, 297I, 297J, 313E, 313F, 313G, 313H, 313I, 313J, 333E, 333F, 333G, 333H, 333I, 333J, 361E, 361F, 361G, 361H, 361I, 361J, 375E, 375F, 375G, 375H, 375I, 375J</p>

<b>English Language Arts</b>
<b>Unit 7: People—Autobiographies/Biographies</b>
<b>38. Adjust speaking tone and volume to suit purpose, audience, and setting. (ELA-4-E1)</b>
<b>Unit 1:</b> 21A, 41A, 43I, 45B, 59A, 79A, 79, 81A, 103A, 105M  <b>Unit 2:</b> 135A, 137I, 199B, 221C, 235C  <b>Unit 3:</b> 249A, 263A, 267B, 291A, 311A, 331A, 357A, 359C  <b>Unit 4:</b> 27A, 37A, 39I, 41B, 59A, 59F, 62, 63B, 77A, 89A, 117A, 119C, 119I  <b>Unit 5:</b> 143A, 155A, 173A, 193A, 243A, 245C, 245I  <b>Unit 6:</b> 265A, 281A, 295A, 297J, 311A, 315B, 331A, 359A, 373A, 375C

<b>English Language Arts</b>
<b>Unit 7: People—Autobiographies/Biographies</b>
<b>41. Adjust language during a presentation in order to inform or explain in a specific audience. (ELA-4-E4)</b>
<b>Unit 2:</b> 235C  <b>Unit 3:</b> 313I, 359C  <b>Unit 4:</b> 119C  <b>Unit 5:</b> 155E, 195C, 211C  <b>Unit 6:</b> 313D

<b>English Language Arts</b>
<b>Unit 7: People—Autobiographies/Biographies</b>
<b>43. Give rehearsed oral presentations about general topics using eye contact, appropriate volume, clear pronunciation, and appropriate visual aids. (ELA-4-E4)</b>
<b>Unit 2:</b> 197I, 235C  <b>Unit 3:</b> 359C  <b>Unit 4:</b> 59F, 119C  <b>Unit 5:</b> 211I, 211J  <b>Unit 6:</b> 375C

<b>English Language Arts</b>
<b>Unit 7: People—Autobiographies/Biographies</b>
<b>44. Use active listening strategies, including asking for clarification and explanations. (ELA-4-E5)</b>
<b>Unit 1:</b> 23A, 41A, 59A, 79A, 103A , 105I  <b>Unit 2:</b> 117A, 135A, 153A, 175A, 195A, 219A. 221C, 233A, 235C  <b>Unit 3:</b> 249A, 263A, 291A, 311A, 331A, 357A, 359C  <b>Unit 4:</b> 27A, 37A, 59A, 77A, 89A, 117A, 119C  <b>Unit 5:</b> 143A, 155A, 173A, 193A, 245C  <b>Unit 6:</b> 331A, 369A

<b>English Language Arts</b>
<b>Unit 7: People—Autobiographies/Biographies</b>
<b>48. Identify the role of discussion leader, contributor, and active listener. (ELA-4-E7)</b>
<b>Unit 2:</b> 175D, 195E, 221C, 233D
<b>Unit 3:</b> 293I, 331E
<b>Unit 4:</b> 37E, 89D, 91I, 119C
<b>Unit 6:</b> 331D, 361I, 373D, 373E

<b>English Language Arts</b>
<b>Unit 7: People—Autobiographies/Biographies</b>
<b>49e. Locate information using the organizational features of texts, including: Tables of contents. (ELA-5-E1)</b>
<b>Unit 1:</b> 43D
<b>Unit 3:</b> 263F, 333D, 357E
<b>Unit 4:</b> 61D
<b>Unit 6:</b> 295F

<b>English Language Arts</b>
<b>Unit 7: People—Autobiographies/Biographies</b>
<b>51. Gather and arrange information in a variety of organizations forms, including graphic organizers, simple outlines, notes, and summaries. (ELA-5-E3)</b>
<b>Unit 1:</b> 79E
<b>Unit 2:</b> 153E, 177D, 195E
<b>Unit 4:</b> 47, 69

<b>English Language Arts</b>
<b>Unit 7: People—Autobiographies/Biographies</b>
<b>52. Use technology to publish a variety of works, including simple research reports and book summaries. (ELA-5-E4)</b>
<b>Unit 1:</b> 13F, 13T, 14D, 14O, 21A, 26D, 41A, 46D, 46O, 59A, 62D, 62O, 79A, 84D, 84O, 103A, 103B, 105E, 105F, 105G, 105H, 105I, 105J
<b>Unit 2:</b> 107F, 108D, 117B, 120D, 135A, 138D, 153A, 155C, 156D, 175A, 177C, 180D, 195A, 200D, 219A, 221D, 222D, 233A, 235D
<b>Unit 3:</b> 237F, 238D, 238O, 249A, 252D, 252O, 263D, 268D, 268O, 291A, 296D, 296O, 311A, 314D, 314O, 331A, 334D, 334O, 357A
<b>Unit 4:</b> 13F, 14D, 20, 27A, 29D, 30D, 37A, 42D, 59A, 64D, 77A, 82D, 92D, 117A, 313D
<b>Unit 5:</b> 121F, 122D, 143A, 148D, 155A, 160D, 160M, 160, 173A, 178D, 193A, 196D, 209A, 212D, 243A
<b>Unit 6:</b> 247F, 248D, 265A, 267D, 268D, 268N, 281A-281B, 283G, 284D, 284M, 295A, 295B, 298D, 298M, 311A, 313D, 316D, 316M, 331A, 331B, 336D, 336M, 359A, 361D, 362D, 362M, 373A, 373B

<b>English Language Arts</b>
<b>Unit 7: People—Autobiographies/Biographies</b>
<b>54. Locate and read information on a chart, graph, diagram, map, and simple timeline. (ELA-5-E6)</b>
<b>Unit 1:</b> 79E
<b>Unit 2:</b> 153E, 177D, 195E
<b>Unit 4:</b> 47, 69
<b>Unit 5:</b> 211D
<b>Unit 6:</b> 265E, 283E, 297E, 313E, 333E, 361E, 375 <sup>E</sup>

## Unit 8: Talk to Me

<b>English Language Arts</b>
<b>Unit 8: Talk to Me</b>
<b>10. Retell a story in sequence including main idea and import supporting details. (ELA-1-E5)</b>
<b>Unit 1:</b> 84Q, 90, 96, 102
<b>Unit 2:</b> 108Q, 110, 116, 156Q, 162, 164, 174, 200Q, 208, 216, 219C
<b>Unit 3:</b> 238R, 249C, 268Q, 272, 276, 282, 286, 290, 296Q, 300, 304, 306, 310, 334Q, 338, 352, 356
<b>Unit 4:</b> 14O, 16, 22, 26, 42O, 46, 50, 58, 64O, 66, 70, 72, 74, 76, 82O, 84, 86, 148O
<b>Unit 5:</b> 132, 148O, 152, 155C, 160O, 165, 178O, 182, 186, 190, 196O, 196P, 200, 204, 212O, 222, 228, 238, 242
<b>Unit 6:</b> 248O, 250, 254, 256, 262, 268O, 278, 298O, 298P, 301, 304, 310, 336O, 340, 342, 344, 346 354, 375A

<b>English Language Arts</b>
<b>Unit 8: Talk to Me</b>
<b>11. Make statements about how previous reading and life experiences relate to information read in texts. (ELA-1-E6)</b>
<b>Unit 1:</b> 14R, 21C, 27, 29, 31, 33, 35, 41C, 41D, 45B, 54, 65, 79, 79C
<b>Unit 2:</b> 135B, 153B, 155A, 175B, 195B, 201, 203, 205, 207, 208, 209, 211, 213, 215, 217, 219, 219C, 235A
<b>Unit 3:</b> 240, 244, 249C, 251, 265, 268R, 272, 276, 282, 286, 293, 300, 304, 306, 308, 310, 313, 330, 333, 335, 336, 337, 338, 339, 340, 341, 343, 345, 347, 348, 349, 350, 351, 352, 353, 355, 357, 357C, 357D, 359
<b>Unit 4:</b> 22, 32, 37A, 43, 45, 46, 47, 49, 51, 53, 55, 57, 58, 61, 86, 93, 95, 97, 99, 101, 102, 103, 104, 105, 107, 109, 111, 113, 115, 117, 119, 119A
<b>Unit 5:</b> 124, 128, 134, 140, 143B, 148, 150, 152, 155B, 155C, 166, 168, 172, 182, 186, 187, 189, 191, 193, 195, 196, 200, 204, 206, 211A, 214, 216, 218, 220, 222, 228, 230, 238, 242, 243A, 245
<b>Unit 6:</b> 254, 256, 262, 267, 274, 278, 283, 297, 298P, 304, 310, 311E, 313, 322, 328, 331B, 333A, 333B, 333, 338, 342, 344, 346, 350, 353, 354, 356, 358, 359C, 361A, 361, 375

<b>English Language Arts</b>
<b>Unit 8: Talk to Me</b>
<b>17b. Demonstrate understanding of information in texts using a variety of strategies, including: Predicting what will happen next in a story or a text. (ELA-7-E1)</b>
<b>Unit 1:</b> 14O, 21A, 26O, 41A, 46O, 59A, 62O, 79A, 84O, 103A
<b>Unit 2:</b> 108O, 117A, 120O, 135A, 138O, 153A, 156O, 175A, 180O, 195A, 198, 200O, 219A, 222O, 233A
<b>Unit 3:</b> 238O, 249A, 252O, 263A, 268O, 291A, 296O, 311A, 314O, 331A, 334O, 357A
<b>Unit 4:</b> 14M, 27A, 30M, 37A, 40, 42M, 59B, 62, 64M, 77A, 82M, 89A, 92M, 117A
<b>Unit 5:</b> 122M, 143A, 146, 148M, 155A, 160M, 173A, 178M, 193A, 196M, 209A, 212M, 243A
<b>Unit 6:</b> 248M, 265A, 268M, 281A, 284M, 295A, 298M, 311A, 316M, 331A, 336M, 359A, 362M, 373A



<b>English Language Arts</b>
<b>Unit 8: Talk to Me</b>
<b>17c. Demonstrate understanding of information in texts using a variety of strategies, including: Making simple inferences about information in texts. (ELA-7-E1)</b>
<b>Unit 1:</b> 46R, 47, 49, 51, 53, 55, 57, 59
<b>Unit 2:</b> 108R, 109, 111, 113, 115, 117, 117C
<b>Unit 3:</b> 252R, 253, 255, 257, 259, 261, 263, 263C, 314R, 321, 323, 325, 327, 329, 331
<b>Unit 5:</b> 148P, 149, 151, 153, 155, 178P, 179, 181, 183, 185

<b>English Language Arts</b>
<b>Unit 8: Talk to Me</b>
<b>17d. Demonstrate understanding of information in texts using a variety of strategies, including: Self-monitoring consistently for comprehension using multiple strategies and self-correcting as appropriate. (EAL-7-E1)</b>
<b>Unit 1:</b> 59C
<b>Unit 2:</b> 142, 170, 175C, 204, 230
<b>Unit 3:</b> 252, 311C
<b>Unit 4:</b> 27C, 44, 77C, 110
<b>Unit 5:</b> 162, 186, 188, 193C
<b>Unit 6:</b> 262, 258, 260, 264, 272, 295C, 311C, 340, 364

<b>English Language Arts</b>
<b>Unit 8: Talk to Me</b>
<b>18. Discuss and choose the most appropriate solution to a problem in texts. (ELA-7-E2)</b>
<b>Unit 2:</b> 117E, 207, 216, 233D
<b>Unit 5:</b> 173A, 209E
<b>Unit 6:</b> 331E, 373A

<b>English Language Arts</b>
<b>Unit 8: Talk to Me</b>
<b>20b. Apply basic reasoning skills, including: Asking questions about texts read independently including why and how. (ELA-7-E4)</b>
<b>Unit 1:</b> 21, 23, 41, 43, 59, 61, 79, 81, 103, 105
<b>Unit 2:</b> 117, 119, 135, 137, 153, 155, 175, 177, 219, 221, 233, 235
<b>Unit 3:</b> 249, 251, 363, 365, 291, 293, 311, 313, 331, 333, 357, 359
<b>Unit 4:</b> 27, 29, 37, 39, 59, 61, 77, 79, 89, 91, 117, 119
<b>Unit 5:</b> 143, 145, 155, 157, 173, 175, 193, 195, 209, 211, 243, 245
<b>Unit 6:</b> 265, 267, 281, 283, 295, 297, 331, 333, 359, 361

<b>English Language Arts</b>
<b>Unit 8: Talk to Me</b>
<b>38. Adjust speaking tone and volume to suit purpose, audience, and setting. (ELA-4-E1)</b>
<b>Unit 1:</b> 21A, 41A, 43I, 45B, 59A, 79A, 79, 81A, 103A, 105M
<b>Unit 2:</b> 135A, 137I, 199B, 221C, 235C
<b>Unit 3:</b> 249A, 263A, 267B, 291A, 311A, 331A, 357A, 359C
<b>Unit 4:</b> 27A, 37A, 39I, 41B, 59A, 59F, 62, 63B, 77A, 89A, 117A, 119C, 119I
<b>Unit 5:</b> 143A, 155A, 173A, 193A, 243A, 245C, 245I
<b>Unit 6:</b> 265A, 281A, 295A, 297J, 311A, 315B, 331A, 359A, 373A, 375C

<b>English Language Arts</b>
<b>Unit 8: Talk to Me</b>
<b>42. Deliver informal presentations that demonstrate an understanding of a topic. (ELA-4-E4)</b>
<b>Unit 1:</b> 23B, 43B, 61B, 81B, 105B
<b>Unit 2:</b> 119B, 137B, 155B, 177B, 197B, 221B, 235B
<b>Unit 3:</b> 251B, 265B, 293B, 313B, 333B, 359B
<b>Unit 4:</b> 29B, 61B, 79B, 91B, 119B
<b>Unit 5:</b> 145B, 157B, 175B, 195B, 211B, 245B
<b>Unit 6:</b> 265I, 267B, 283B, 297B, 313B, 333B, 361B, 375B

<b>English Language Arts</b>
<b>Unit 8: Talk to Me</b>
<b>44. Use active listening strategies, including asking for clarification and explanations. (ELA-4-E5)</b>
<b>Unit 1:</b> 23A, 41A, 59A, 79A, 103A , 105I
<b>Unit 2:</b> 117A, 135A, 153A, 175A, 195A, 219A. 221C, 233A, 235C
<b>Unit 3:</b> 249A, 263A, 291A, 311A, 331A, 357A, 359C
<b>Unit 4:</b> 27A, 37A, 59A, 77A, 89A, 117A, 119C
<b>Unit 5:</b> 143A, 155A, 173A, 193A, 245C
<b>Unit 6:</b> 331A, 369A

<b>English Language Arts</b>
<b>Unit 8: Talk to Me</b>
<b>45a. Give oral response, including: Telling stories and personal experiences. (ELA-4-E5)</b>
<b>Unit 1:</b> 41A, 43I, 45B, 59A, 79A, 103A
<b>Unit 2:</b> 135A, 137I, 199B, 221C, 235C
<b>Unit 3:</b> 249A, 263A, 267B, 291A, 311A, 331A, 357A
<b>Unit 4:</b> 27A, 37A, 39I, 41B, 59A, 59F, 62, 63B, 77A, 89A, 117A, 119C, 119I
<b>Unit 5:</b> 143A, 155A, 173A, 193A, 243A, 245C, 245I
<b>Unit 6:</b> 315B

<b>English Language Arts</b>
<b>Unit 8: Talk to Me</b>
<b>45b. Give oral response, including: Giving explanations and reports. (ELA-4-E5)</b>
<b>Unit 1:</b> 41A, 43I, 45B, 59A, 79A, 103A
<b>Unit 2:</b> 135A, 137I, 199B, 221C, 235C
<b>Unit 3:</b> 249A, 263A, 267B, 291A, 311A, 331A, 357A
<b>Unit 4:</b> 27A, 37A, 39I, 41B, 59A, 59F, 62, 63B, 77A, 89A, 117A, 119C, 119I
<b>Unit 5:</b> 143A, 155A, 173A, 193A, 243A, 245C, 245I
<b>Unit 6:</b> 315B

<b>English Language Arts</b>
<b>Unit 8: Talk to Me</b>
<b>46. Compare ideas from a wide variety of media. (ELA-4-E6)</b>
<b>Unit 1:</b> 23H
<b>Unit 2:</b> 221D
<b>Unit 4:</b> 27D, 59E, 63B, 79I
<b>Unit 6:</b> 313D, 361D, 375D

<b>English Language Arts</b>
<b>Unit 8: Talk to Me</b>
<b>47. Discuss classroom procedures and rules and generate ideas for new procedures and rules. (EAL 4-E7)</b>
<b>Unit 1:</b> 41D
<b>Unit 2:</b> 112, 117E, 145, 150, 175D, 195E, 208, 212, 221C, 227, 230, 233D
<b>Unit 3:</b> 245, 293I, 315, 331E, 359H
<b>Unit 4:</b> 32, 37E, 89D, 103, 119C
<b>Unit 5:</b> 122, 129, 134, 154, 206, 220
<b>Unit 6:</b> 251, 322, 328, 329, 331D, 338, 343, 345, 357, 369, 373D, 373 <sup>E</sup>

<b>English Language Arts</b>
<b>Unit 8: Talk to Me</b>
<b>48. Identify the role of discussion leader, contributor, and active listener. (ELA-4-E7)</b>
<b>Unit 2:</b> 175D, 195E, 221C, 233D
<b>Unit 3:</b> 293I, 331E
<b>Unit 4:</b> 37E, 89D, 91I, 119C
<b>Unit 6:</b> 331D, 361I, 373D, 373E

<b>English Language Arts</b>
<b>Unit 8: Talk to Me</b>
<b>52. Use technology to publish a variety of works, including simple research reports and book summaries. (ELA-5-E4)</b>
<b>Unit 1:</b> 13F, 13T, 14D, 14O, 21A, 26D, 41A, 46D, 46O, 59A, 62D, 62O, 79A, 84D, 84O, 103A, 103B, 105E, 105F, 105G, 105H, 105I, 105J
<b>Unit 2:</b> 107F, 108D, 117B, 120D, 135A, 138D, 153A, 155C, 156D, 175A, 177C, 180D, 195A, 200D, 219A, 221D, 222D, 233A, 235D
<b>Unit 3:</b> 237F, 238D, 238O, 249A, 252D, 252O, 263D, 268D, 268O, 291A, 296D, 296O, 311A, 314D, 314O, 331A, 334D, 334O, 357A
<b>Unit 4:</b> 13F, 14D, 20, 27A, 29D, 30D, 37A, 42D, 59A, 64D, 77A, 82D, 92D, 117A, 313D
<b>Unit 5:</b> 121F, 122D, 143A, 148D, 155A, 160D, 160M, 160, 173A, 178D, 193A, 196D, 209A, 212D, 243A
<b>Unit 6:</b> 247F, 248D, 265A, 267D, 268D, 268N, 281A-281B, 283G, 284D, 284M, 295A, 295B, 298D, 298M, 311A, 313D, 316D, 316M, 331A, 331B, 336D, 336M, 359A, 361D, 362D, 362M, 373A, 373B

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**correlation to**  
**Louisiana Comprehensive Curriculum Reading Essentials**  
**Grade 2**

**Unit 1: Phonics Review**

<b>Reading Essentials</b>
<b>Unit 1: Phonics Review</b>
<b>1. Identify unique letter-sound patterns, including long and short vowels (e.g., ea for short e, as in bread, and ough for long o, as in though) and consonants (tch for /ch/, as in watch, and gh for /f/ as in cough). (ELA-1-E1)</b>
<b>Unit 1:</b> T55, 14K, 14M, 14P, 14, 15, 16, 17, 18, 19, 20, 21, 26K, 26M, 26P, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 46K, 46M, 46Q, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62K, 62M, 62P, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 84K, 84M, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 103
<b>Unit 2:</b> 108K, 108M, 108P, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 120K, 120M, 120P, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 138K, 138M, 138P, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 156K, 156M, 156P, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 180K, 180M, 180P, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 200K, 200M, 200P, 222K, 222M, 222P, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233
<b>Unit 3:</b> 238K, 238L, 238M, 238N, 238P, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 252K, 252L, 252M, 252N, 252P, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 268K, 268L, 268M, 268P, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 296L, 296N, 296P, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 311C, 314K, 314L, 314M, 314N, 314P, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334L, 334M, 334N, 334P, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357
<b>Unit 4:</b> 14K, 14L, 14N, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 30K, 30L, 30N, 30, 31, 32, 33, 34, 35, 36, 37, 42K, 42L, 42N, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 64K, 64L, 64N, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82K, 82L, 82N, 82, 83, 84, 85, 86, 87, 88, 89, 92K, 92L, 92N, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117
<b>Unit 5:</b> 122K, 122N, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 148K, 148N, 148, 149, 150, 151, 152, 153, 154, 155, 160K, 160N, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 178K, 178N, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 196K, 196N, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 212K, 212N, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243
<b>Unit 6:</b> 248K, 248N, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 268K, 268N, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 284K, 284N, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 298K, 298N, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 316K, 316N, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 336K, 336N, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 362L, 362N, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373

<b>Reading Essentials</b>
<b>Unit 1: Phonics Review</b>
<b>2a. Demonstrate understanding of phonics by doing the following: Isolating difficult parts of words in order to correct a mispronunciation or decode an unfamiliar printed word. (ELA-1-E1)</b>
<b>Unit 1:</b> 14N, 14P, 26N, 26P, 46N, 46P, 62N, 62P, 84N, 84P
<b>Unit 2:</b> 108N, 108P, 120N, 120P, 138N, 138P, 156N, 156P, 180N, 180P, 200N, 200P, 222N, 222P
<b>Unit 3:</b> 238N, 238P, 252N, 252P, 268N, 268P, 296N, 296P, 314N, 314P, 334N, 334P
<b>Unit 4:</b> 14L, 14N, 30L, 30N, 42L, 42N, 64L, 64N, 71-72, 75-76, 82L, 82N, 92L, 92N
<b>Unit 5:</b> 122L, 122N, 148L, 148N, 160L, 160N, 178L, 178N, 196L, 196N, 212L, 212N
<b>Unit 6:</b> 248N, 268N, 284N, 298N, 316N, 336N, 362N

<b>Reading Essentials</b>
<b>Unit 1: Phonics Review</b>
<b>2c. Demonstrate understanding of phonics by doing the following: Differentiating short- and long-vowel sounds in printed words when those sounds are made with a broad variety of letter combinations and a variety of word families (e.g., ou, ow, ough, igh). (ELA-1-E1)</b>
<b>Unit 1:</b> 14L, 14N, 14P, 14Q, 14, 15, 16, 17, 18, 19, 20, 21, 26L, 26N, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 141, 46L, 46N, 47, 48, 49, 50, 51, 62N, 62P, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 84L, 84N, 84R, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103
<b>Unit 2:</b> 108L, 108N, 108P, 108Q, 108, 109, 110, 111, 112, 113, 114, 115, 116, 120L, 120N, 120Q, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 138L, 138N, 138Q, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 156L, 156N, 156Q, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 180L, 180N, 180P, 180Q, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 200L, 200N, 200P, 200Q, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 222L, 222N, 222P, 222Q, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233
<b>Unit 3:</b> 238M, 238P, 238Q, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 252L, 252N, 252P, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 268L, 268P, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 296L, 296N, 296P, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 311C, 314L, 314N, 314P, 314Q, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334L, 334N, 334P, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357
<b>Unit 4:</b> 14L, 14O, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 30L, 30O, 30, 31, 32, 33, 34, 35, 36, 37, 42L, 42N, 42O, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 64L, 64N, 64O, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82L, 82N, 82O, 82, 83, 84, 85, 86, 87, 88, 89, 92L, 92N, 92O, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117
<b>Unit 5:</b> 122L, 122N, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 148L, 148N, 148, 149, 150, 151, 152, 153, 154, 155, 160L, 160N, 160O, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 178L, 178N, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 196L, 196N, 196O, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 212L, 212N, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243
<b>Unit 6:</b> 248K, 248N, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 268K, 268N, 268O, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 284K, 284N, 284O, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 298K, 298N, 298O, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 316K, 316N, 316O, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 336K, 336N, 336O, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 362L, 362N, 362O, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373

<b>Reading Essentials</b>
<b>Unit 1: Phonics Review</b>
<b>2d. Demonstrate understanding of phonics by doing the following: Reading regularly spelled words with as many as four syllables. (ELA-1-E1)</b>
<p><b>Unit 1:</b> 14K, 14M, 14P, 14Q, 26K, 26M, 26P, 46K, 46M, 46Q, 62K, 62M, 62P, 84K, 84M, 84R</p> <p><b>Unit 2:</b> 108K, 108M, 108P, 108Q, 120K, 120M, 120P, 120Q, 138K, 138M, 138P, 138Q, 156K, 156M, 156P, 156Q, 180K, 180M, 180P, 180Q, 200K, 200M, 200P, 200Q, 222K, 222M, 222P, 222Q</p> <p><b>Unit 3:</b> 238K, 328L, 328M, 238N, 238P, 238Q, 252K, 252L, 252M, 252N, 252P, 252Q, 268K, 268L, 268M, 268P, 296L, 296N, 296P, 296Q, 311C, 314K, 314L, 314M, 314N, 314P, 314Q, 334K, 334L, 334M, 334N, 334P</p> <p><b>Unit 4:</b> 14K, 14L, 14O, 30K, 30L, 30O, 42K, 42L, 42O, 64K, 64L, 64O, 82K, 82L, 82O, 92K, 92L, 92O</p> <p><b>Unit 5:</b> 122K, 122N, 148K, 148N, 160K, 160N, 160O, 178K, 178N, 196K, 196N, 196O, 212K, 212N</p> <p><b>Unit 6:</b> 248K, 248N, 268K, 268N, 268O, 284K, 284N, 298K, 298N, 298O, 316K, 316N, 316O, 336K, 336N, 336O, 362L, 362N, 362O</p>

<b>Reading Essentials</b>
<b>Unit 1: Phonics Review</b>
<b>2e. Demonstrate understanding of phonics by doing the following: Using phonetic decoding strategies accurately and rapidly in unfamiliar words and texts. (ELA-1-E1)</b>
<p><b>Unit 1:</b> 14L, 14M, 14, 15, 16, 17, 18, 19, 26K, 26M, 26N, 27, 31, 32, 33, 34, 35, 35, 37, 38, 46K, 46L, 46M, 48, 62K, 62L, 62M, 62, 64, 66, 67, 68, 73, 74, 75, 78, 79, 84K, 84L, 84M, 84, 86, 91, 95, 96, 98, 99, 100, 102</p> <p><b>Unit 2:</b> 108K, 108L, 108M, 120K, 120L, 120M, 120, 132, 138K, 138L, 138M, 138N, 142, 145, 147, 151, 156K, 156L, 156M, 156N, 159, 163, 167, 180K, 180L, 180M, 180-187, 189, 191, 193, 194, 200K, 200L, 200M, 200N, 200, 202, 204, 207, 208, 210, 211, 214, 218, 219, 222K, 222L, 222M, 222, 224, 226, 230, 231</p> <p><b>Unit 3:</b> 238K, 238L, 238M, 238N, 238, 242, 243, 245, 247, 248, 252K, 252L, 252M, 252N, 252, 253, 254, 255, 256, 257, 258, 260, 262, 268K, 268L, 268M, 268, 271, 274, 281, 282, 283, 287, 286K, 286L, 296M, 297, 298, 299, 301, 302, 304, 306, 307, 308, 309, 314K, 314L, 314M, 314, 315, 316, 318, 319, 322, 323, 324, 325, 327, 328, 334K</p> <p><b>Unit 4:</b> 14K, 14L, 16, 18, 30K, 30L, 32, 34, 42K, 42L, 64K, 64L, 82K, 82L, 92K, 94, 95, 99, 100, 102, 104, 106, 107, 109, 110, 112, 113, 114, 115</p> <p><b>Unit 5:</b> 122K, 122L, 122, 124, 126, 127, 129, 130, 131, 132, 133, 134, 135, 136, 137, 139, 140, 141, 142, 148K, 148L, 148, 150, 152, 153, 154, 160K, 160, 161, 164, 166, 167, 168, 172, 178K, 178, 179, 180, 183, 184, 185, 187, 188, 189, 190, 191, 192, 196K, 196L, 196, 201, 202, 206, 207, 212K, 212, 213, 214, 215, 217, 219, 222, 223, 225, 228, 232, 233, 236, 237, 239, 240, 241, 242, 243</p> <p><b>Unit 6:</b> 248K, 248L, 253, 261, 262, 268K, 268L, 276, 277, 279, 280, 284K, 285, 289, 293, 298K, 316K, 316L, 318, 323, 324, 325, 328, 329, 336K, 336L, 336, 339, 343, 346, 348, 351, 355, 357, 362K, 362L, 366, 370</p>

<b>Reading Essentials</b>
<b>Unit 1: Phonics Review</b>
<b>2f. Demonstrate understanding of phonics by doing the following: Using common affixes (prefixes and suffixes) to understand word meanings. (ELA-1-E1)</b>
<b>Unit 1:</b> 26P, 46K, 47, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62K, 62P, 62, 63, 65, 69, 70, 71, 72, 76, 77  <b>Unit 2:</b> 108K, 108P, 109, 110, 111, 112, 114, 115, 116, 120K, 120P, 121, 123, 127, 135, 138K, 138P, 138, 140, 143, 144, 146, 148, 149, 150, 152, 156K, 156P, 156, 160, 164, 165, 168, 173, 200P  <b>Unit 3:</b> 238K, 241, 244, 246, 254, 265G, 265H, 265I, 265J, 268M, 313G, 313H, 313I, 333G, 333H, 334M, 339, 359G, 359I  <b>Unit 4:</b> 14K, 14L, 14, 15, 17, 21, 23, 26, 27B, 42N, 46, 48, 54, 64K, 64N, 64, 66, 68, 73, 77, 82K, 82, 84, 86, 87, 89, 92N  <b>Unit 5:</b> 122K, 148K, 178K, 195G, 195H, 195I, 196K, 211G, 211H, 211I  <b>Unit 6:</b> 248K, 248, 250, 252, 268K, 268, 270, 271, 273, 283G, 283H, 283I, 316K, 316, 319, 320, 326, 375I

<b>Reading Essentials</b>
<b>Unit 1: Phonics Review</b>
<b>6. Identify the glossary and index in a book. (ELA-1-E2)</b>
<b>Unit 1:</b> 43D  <b>Unit 2:</b> 117F, 235D  <b>Unit 3:</b> 333D, 357E  <b>Unit 4:</b> 61D  <b>Unit 5:</b> 195D  <b>Unit 6:</b> 295F



<b>Reading Essentials</b>
<b>Unit 1: Phonics Review</b>
<b>12. Demonstrate oral reading fluency of at least 90 words per minute in second-grade text with appropriate intonation. (ELA-1-E7)</b>
<p><b>Unit 1:</b> 14, 15, 16, 17, 18, 19, 20, 21, 21C, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 59C, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103</p> <p><b>Unit 2:</b> 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 117A, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 153C, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 175C, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 219C, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 233C</p> <p><b>Unit 3:</b> 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 249A, 249C, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 263A, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 291A, 291C, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 311A, 311C, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 331A, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 357A</p> <p><b>Unit 4:</b> 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 27C, 29H, 30, 31, 32, 33, 34, 35, 36, 37, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 61G, 61H, 61I, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82, 83, 84, 85, 86, 87, 88, 89, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 117C</p> <p><b>Unit 5:</b> 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 143A, 148, 149, 150, 151, 152, 153, 154, 155, 155C, 156, 157, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 173A, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 193A, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 209A, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 243A</p> <p><b>Unit 6:</b> 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 265A, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 295A, 295C, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 311A, 311C, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 331A, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 359A, 359C, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 373A, 375I</p>

<b>Reading Essentials</b>
<b>Unit 1: Phonics Review</b>
<b>28a. Use standard English punctuation, including: Commas in the greeting and closure of a letter, between a city and a state, and in dates. (ELA-3-E2)</b>
<p><b>Unit 2:</b> 108N, 120N, 137F, 137G, 137H, 138N, 156N, 171F, 171G, 171H, 180N, 197F, 197G, 197H, 200N, 221F, 221G, 221H, 222N, 235F, 235G, 235H</p> <p><b>Unit 3:</b> 251F, 251G, 251H</p> <p><b>Unit 4:</b> 30K, 39F, 39G, 39H</p> <p><b>Unit 5:</b> 175F, 175G, 175H, 195F, 195G, 195H, 221F, 221G, 221H, 245F, 245G, 245H</p> <p><b>Unit 6:</b> 283F, 283G, 283H, 333F, 333G, 333H, 361F, 361G, 361H</p>

<b>Reading Essentials</b>
<b>Unit 1: Phonics Review</b>
<b>28b. Use standard English punctuation, including: Apostrophes in contractions. (ELA-3-E2)</b>
<b>Unit 2:</b> 108N, 120N, 137F, 137G, 137H, 138N, 156N, 171F, 171G, 171H, 180N, 197F, 197G, 197H, 200N, 221F, 221G, 221H, 222N, 235F, 235G, 235H
<b>Unit 3:</b> 251F, 251G, 251H
<b>Unit 4:</b> 30K, 39F, 39G, 39H
<b>Unit 5:</b> 175F, 175G, 175H, 195F, 195G, 195H, 221F, 221G, 221H, 245F, 245G, 245H
<b>Unit 6:</b> 283F, 283G, 283H, 333F, 333G, 333H, 361F, 361G, 361H

<b>Reading Essentials</b>
<b>Unit 1: Phonics Review</b>
<b>29. Capitalize grade-appropriate proper nouns, initials of a person's name, and the salutation and closing of a friendly letter. (ELA-3-E2)</b>
<b>Unit 1:</b> 14N, 23F, 23G, 23H, 26N, 46N, 62N, 84N, 105G, 105H
<b>Unit 2:</b> 180B, 119F, 119G, 119H, 120N, 137F, 137G, 137H, 137I, 137J, 138N, 155E, 155F, 155G, 155H, 155I, 155J, 156N, 180N, 200N, 221H, 221J, 222N, 235F, 235G, 235H, 235I, 235J
<b>Unit 3:</b> 238N, 251J, 252N, 265J, 268N, 293J, 296N, 313J, 314N, 333H, 333J, 334N, 359F, 359J
<b>Unit 4:</b> 79J, 91J, 119J
<b>Unit 5:</b> 145F, 145G, 145H, 145J, 157J, 175J, 195E, 195F, 195G, 195H, 195J, 211J, 245F, 245G, 245H, 245J
<b>Unit 6:</b> 267F, 267G, 267J, 283F, 283G, 283H, 283J, 284K, 284L, 297F, 313J, 333J, 361F, 361G, 361H, 361J, 375F, 375G, 275H

<b>Reading Essentials</b>
<b>Unit 1: Phonics Review</b>
<b>31. Distinguish between a sentence and a sentence fragment. (ELA-3-E3)</b>
<b>Unit 1:</b> 81J
<b>Unit 2:</b> 119I, 137I, 155I, 177I, 221I, 235I
<b>Unit 3:</b> 251I, 261I, 293I, 313I, 333F, 333G, 333H, 333I, 359G, 259I
<b>Unit 4:</b> 29I, 39I, 61I, 79I, 91I, 119I
<b>Unit 5:</b> 145I, 157I, 175I, 195I, 221I, 245I
<b>Unit 6:</b> 267I, 283I, 297G, 297I, 313I, 333I, 361I, 375I

<b>Reading Essentials</b>
<b>Unit 1: Phonics Review</b>
<b>32a. Use knowledge of parts of speech, including: Identifying and using nouns, including proper, common, concrete, abstract, and collective. (ELA-3-E4)</b>
<b>Unit 1:</b> 23E, 23F, 23G, 23H, 105F, 105G
<b>Unit 4:</b> 79E, 79F, 79G, 79H, 119F, 119G
<b>Unit 5:</b> 195E, 195F, 195G, 195H, 195I, 195J, 245E, 245F, 245G, 245H, 245I, 245J
<b>Unit 6:</b> 267F, 267G, 313F, 313H, 375F, 375G

<b>Reading Essentials</b>
<b>Unit 1: Phonics Review</b>
<b>32e. Use knowledge of parts of speech, including: Selecting and using standard forms of person pronouns. (ELA-3-E4)</b>
<b>Unit 1:</b> 43E, 43F, 43G, 43H, 81E, 81F, 81G, 81H, 105G, 105H
<b>Unit 6:</b> 267F, 267G, 375G

<b>Reading Essentials</b>
<b>Unit 1: Phonics Review</b>
<b>32f. Use knowledge of parts of speech, including: Using a variety of conjunctions (e.g., or, nor, yet, so). (ELA-3-E4)</b>
<b>Unit 2:</b> 177G, 219C
<b>Unit 3:</b> 265F, 265G, 265H, 265I, 265J, 293N
<b>Unit 5:</b> 122, 123, 122K, 138, 145G, 157E, 157F, 157G, 157H, 157I, 226, 245F
<b>Unit 6:</b> 361E, 361F, 361H, 361I

<b>Reading Essentials</b>
<b>Unit 1: Phonics Review</b>
<b>33a. Spell grade-appropriate words, including: Words with short vowels, long vowels, r-controlled vowels, and consonant-blends. (ELA-3-E5)</b>
<b>Unit 1:</b> 14N, 23E, 23F, 23G, 23H, 23I, 23J, 26N, 43E, 43F, 43G, 43H, 43I, 43J, 46N, 61E, 61F, 61G, 61H, 61I, 61J, 62N, 81E, 81F, 81G, 81H, 81I, 81J, 84N, 105E, 105F, 105G, 105H, 105I, 105J
<b>Unit 2:</b> 108N, 119E, 119F, 119G, 119H, 119I, 119J, 120N, 137E, 137F, 137G, 137H, 137I, 137J, 138N, 155E, 155F, 155G, 155H, 155I, 155J, 156N, 177E, 177F, 177G, 177H, 177I, 177J, 180N, 197E, 197F, 197G, 197H, 197I, 197J, 200N, 221E, 221F, 221G, 221H, 221I, 221J, 222N, 235E, 235F, 235G, 235H, 235I, 235J
<b>Unit 3:</b> 238N, 251E, 251F, 251G, 251H, 251I, 251J, 252N, 265E, 265F, 265G, 265H, 265I, 265J, 268N, 293E, 293F, 293G, 293H, 293I, 293J, 296N, 313E, 313F, 313G, 313H, 313I, 313J, 314N, 333E, 333F, 333G, 333H, 333I, 333J, 334N, 359E, 359F, 359G, 359H, 359I, 359J
<b>Unit 4:</b> 29E, 29F, 29G, 29H, 29I, 29J, 39E, 39F, 39G, 39H, 39I, 39J, 61E, 61F, 61G, 61H, 61I, 61J, 79E, 79F, 79G, 79H, 79I, 79J, 91E, 91F, 91G, 91H, 91I, 91J, 119E, 119F, 119G, 119H, 119I, 119J
<b>Unit 5:</b> 145E, 145F, 145G, 145H, 145I, 145J, 157E, 157F, 157G, 157H, 157I, 157J, 175E, 175F, 175G, 175H, 175I, 175J, 195E, 195F, 195G, 195H, 195I, 195J, 211E, 211F, 211G, 211H, 211I, 211J, 245E, 245F, 245G, 245H, 245I, 245J
<b>Unit 6:</b> 267E, 267F, 267G, 267H, 267I, 267J, 283E, 283F, 283G, 283H, 283I, 283J, 297E, 297F, 297G, 297H, 297I, 297J, 313E, 313F, 313G, 313H, 313I, 313J, 333E, 333F, 333G, 333H, 333I, 333J, 361E, 361F, 361G, 361H, 361I, 361J, 375E, 375F, 375G, 375H, 375I, 375J

<b>Reading Essentials</b>
<b>Unit 1: Phonics Review</b>
<b>33b. Spell grade-appropriate words, including: Word with short- and long-vowel sounds when those sounds are made with a broad variety of letter combinations (e.g., ou, ow, ough, igh). (ELA-3-E5)</b>
<b>Unit 1:</b> 14N, 23E, 23F, 23G, 23H, 23I, 23J, 26N, 43E, 43F, 43G, 43H, 43I, 43J, 46N, 61E, 61F, 61G, 61H, 61I, 61J, 62N, 81E, 81F, 81G, 81H, 81I, 81J, 84N, 105E, 105F, 105G, 105H, 105I, 105J
<b>Unit 2:</b> 108N, 119E, 119F, 119G, 119H, 119I, 119J, 120N, 137E, 137F, 137G, 137H, 137I, 137J, 138N, 155E, 155F, 155G, 155H, 155I, 155J, 156N, 177E, 177F, 177G, 177H, 177I, 177J, 180N, 197E, 197F, 197G, 197H, 197I, 197J, 200N, 221E, 221F, 221G, 221H, 221I, 221J, 222N, 235E, 235F, 235G, 235H, 235I, 235J
<b>Unit 3:</b> 238N, 251E, 251F, 251G, 251H, 251I, 251J, 252N, 265E, 265F, 265G, 265H, 265I, 265J, 268N, 293E, 293F, 293G, 293H, 293I, 293J, 296N, 313E, 313F, 313G, 313H, 313I, 313J, 314N, 333E, 333F, 333G, 333H, 333I, 333J, 334N, 359E, 359F, 359G, 359H, 359I, 359J
<b>Unit 4:</b> 29E, 29F, 29G, 29H, 29I, 29J, 39E, 39F, 39G, 39H, 39I, 39J, 61E, 61F, 61G, 61H, 61I, 61J, 79E, 79F, 79G, 79H, 79I, 79J, 91E, 91F, 91G, 91H, 91I, 91J, 119E, 119F, 119G, 119H, 119I, 119J
<b>Unit 5:</b> 145E, 145F, 145G, 145H, 145I, 145J, 157E, 157F, 157G, 157H, 157I, 157J, 175E, 175F, 175G, 175H, 175I, 175J, 195E, 195F, 195G, 195H, 195I, 195J, 211E, 211F, 211G, 211H, 211I, 211J, 245E, 245F, 245G, 245H, 245I, 245J
<b>Unit 6:</b> 267E, 267F, 267G, 267H, 267I, 267J, 283E, 283F, 283G, 283H, 283I, 283J, 297E, 297F, 297G, 297H, 297I, 297J, 313E, 313F, 313G, 313H, 313I, 313J, 333E, 333F, 333G, 333H, 333I, 333J, 361E, 361F, 361G, 361H, 361I, 361J, 375E, 375F, 375G, 375H, 375I, 375J

<b>Reading Essentials</b>
<b>Unit 1: Phonics Review</b>
<b>36. Alphabetize to the second letter and some third letters. (ELA-3-E5)</b>
<b>Unit 1:</b> 23D
<b>Unit 2:</b> 235D
<b>Unit 3:</b> 357F
<b>Unit 5:</b> 195D

## Unit 2

### Reading Essentials

#### Unit 2

**1. Identify unique letter-sound patterns, including long and short vowels (e.g., ea for short e, as in bread, and ough for long o, as in though) and consonants (tch for /ch/, as in watch, and gh for /f/ as in cough). (ELA-1-E1)**

**Unit 1:** T55, 14K, 14M, 14P, 14, 15, 16, 17, 18, 19, 20, 21, 26K, 26M, 26P, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 46K, 46M, 46Q, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62K, 62M, 62P, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 84K, 84M, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 103

**Unit 2:** 108K, 108M, 108P, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 120K, 120M, 120P, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 138K, 138M, 138P, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 156K, 156M, 156P, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 180K, 180M, 180P, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 200K, 200M, 200P, 222K, 222M, 222P, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233

**Unit 3:** 238K, 238L, 238M, 238N, 238P, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 252K, 252L, 252M, 252N, 252P, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 268K, 268L, 268M, 268P, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 296L, 296N, 296P, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 311C, 314K, 314L, 314M, 314N, 314P, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334L, 334M, 334N, 334P, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357

**Unit 4:** 14K, 14L, 14N, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 30K, 30L, 30N, 30, 31, 32, 33, 34, 35, 36, 37, 42K, 42L, 42N, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 64K, 64L, 64N, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82K, 82L, 82N, 82, 83, 84, 85, 86, 87, 88, 89, 92K, 92L, 92N, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117

**Unit 5:** 122K, 122N, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 148K, 148N, 148, 149, 150, 151, 152, 153, 154, 155, 160K, 160N, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 178K, 178N, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 196K, 196N, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 212K, 212N, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243

**Unit 6:** 248K, 248N, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 268K, 268N, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 284K, 284N, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 298K, 298N, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 316K, 316N, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 336K, 336N, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 362L, 362N, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>2c. Demonstrate understanding of phonics by doing the following: Differentiating short- and long-vowel sounds in printed words when those sounds are made with a broad variety of letter combinations and a variety of word families (e.g., ou, ow, ough, igh). (ELA-1-E1)</b>
<p><b>Unit 1:</b> 14L, 14N, 14P, 14Q, 14, 15, 16, 17, 18, 19, 20, 21, 26L, 26N, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 141, 46L, 46N, 47, 48, 49, 50, 51, 62N, 62P, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 84L, 84N, 84R, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103</p> <p><b>Unit 2:</b> 108L, 108N, 108P, 108Q, 108, 109, 110, 111, 112, 113, 114, 115, 116, 120L, 120N, 120Q, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 138L, 138N, 138Q, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 156L, 156N, 156Q, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 180L, 180N, 180P, 180Q, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 200L, 200N, 200P, 200Q, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 222L, 222N, 222P, 222Q, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233</p> <p><b>Unit 3:</b> 238M, 238P, 238Q, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 252L, 252N, 252P, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 268L, 268P, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 296L, 296N, 296P, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 311C, 314L, 314N, 314P, 314Q, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334L, 334N, 334P, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357</p> <p><b>Unit 4:</b> 14L, 14O, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 30L, 30O, 30, 31, 32, 33, 34, 35, 36, 37, 42L, 42N, 42O, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 64L, 64N, 64O, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82L, 82N, 82O, 82, 83, 84, 85, 86, 87, 88, 89, 92L, 92N, 92O, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117</p> <p><b>Unit 5:</b> 122L, 122N, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 148L, 148N, 148, 149, 150, 151, 152, 153, 154, 155, 160L, 160N, 160O, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 178L, 178N, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 196L, 196N, 196O, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 212L, 212N, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243</p> <p><b>Unit 6:</b> 248K, 248N, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 268K, 268N, 268O, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 284K, 284N, 284O, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 298K, 298N, 298O, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 316K, 316N, 316O, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 336K, 336N, 336O, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 362L, 362N, 362O, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373</p>

<b>Reading Essentials</b>
<b>Unit 1: Phonics Review</b>
<b>2d. Demonstrate understanding of phonics by doing the following: Reading regularly spelled words with as many as four syllables. (ELA-1-E1)</b>
<p><b>Unit 1:</b> 14K, 14M, 14P, 14Q, 26K, 26M, 26P, 46K, 46M, 46Q, 62K, 62M, 62P, 84K, 84M, 84R</p> <p><b>Unit 2:</b> 108K, 108M, 108P, 108Q, 120K, 120M, 120P, 120Q, 138K, 138M, 138P, 138Q, 156K, 156M, 156P, 156Q, 180K, 180M, 180P, 180Q, 200K, 200M, 200P, 200Q, 222K, 222M, 222P, 222Q</p> <p><b>Unit 3:</b> 238K, 328L, 328M, 238N, 238P, 238Q, 252K, 252L, 252M, 252N, 252P, 252Q, 268K, 268L, 268M, 268P, 296L, 296N, 296P, 296Q, 311C, 314K, 314L, 314M, 314N, 314P, 314Q, 334K, 334L, 334M, 334N, 334P</p> <p><b>Unit 4:</b> 14K, 14L, 14O, 30K, 30L, 30O, 42K, 42L, 42O, 64K, 64L, 64O, 82K, 82L, 82O, 92K, 92L, 92O</p> <p><b>Unit 5:</b> 122K, 122N, 148K, 148N, 160K, 160N, 160O, 178K, 178N, 196K, 196N, 196O, 212K, 212N</p> <p><b>Unit 6:</b> 248K, 248N, 268K, 268N, 268O, 284K, 284N, 298K, 298N, 298O, 316K, 316N, 316O, 336K, 336N, 336O, 362L, 362N, 362O</p>

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>2e. Demonstrate understanding of phonics by doing the following: Using phonetic decoding strategies accurately and rapidly in unfamiliar words and texts. (ELA-1-E1)</b>
<p><b>Unit 1:</b> 14L, 14M, 14, 15, 16, 17, 18, 19, 26K, 26M, 26N, 27, 31, 32, 33, 34, 35, 35, 37, 38, 46K, 46L, 46M, 48, 62K, 62L, 62M, 62, 64, 66, 67, 68, 73, 74, 75, 78, 79, 84K, 84L, 84M, 84, 86, 91, 95, 96, 98, 99, 100, 102</p> <p><b>Unit 2:</b> 108K, 108L, 108M, 120K, 120L, 120M, 120, 132, 138K, 138L, 138M, 138N, 142, 145, 147, 151, 156K, 156L, 156M, 156N, 159, 163, 167, 180K, 180L, 180M, 180-187, 189, 191, 193, 194, 200K, 200L, 200M, 200N, 200, 202, 204, 207, 208, 210, 211, 214, 218, 219, 222K, 222L, 222M, 222, 224, 226, 230, 231</p> <p><b>Unit 3:</b> 238K, 238L, 238M, 238N, 238, 242, 243, 245, 247, 248, 252K, 252L, 252M, 252N, 252, 253, 254, 255, 256, 257, 258, 260, 262, 268K, 268L, 268M, 268, 271, 274, 281, 282, 283, 287, 286K, 286L, 296M, 297, 298, 299, 301, 302, 304, 306, 307, 308, 309, 314K, 314L, 314M, 314, 315, 316, 318, 319, 322, 323, 324, 325, 327, 328, 334K</p> <p><b>Unit 4:</b> 14K, 14L, 16, 18, 30K, 30L, 32, 34, 42K, 42L, 64K, 64L, 82K, 82L, 92K, 94, 95, 99, 100, 102, 104, 106, 107, 109, 110, 112, 113, 114, 115</p> <p><b>Unit 5:</b> 122K, 122L, 122, 124, 126, 127, 129, 130, 131, 132, 133, 134, 135, 136, 137, 139, 140, 141, 142, 148K, 148L, 148, 150, 152, 153, 154, 160K, 160, 161, 164, 166, 167, 168, 172, 178K, 178, 179, 180, 183, 184, 185, 187, 188, 189, 190, 191, 192, 196K, 196L, 196, 201, 202, 206, 207, 212K, 212, 213, 214, 215, 217, 219, 222, 223, 225, 228, 232, 233, 236, 237, 239, 240, 241, 242, 243</p> <p><b>Unit 6:</b> 248K, 248L, 253, 261, 262, 268K, 268L, 276, 277, 279, 280, 284K, 285, 289, 293, 298K, 316K, 316L, 318, 323, 324, 325, 328, 329, 336K, 336L, 336, 339, 343, 346, 348, 351, 355, 357, 362K, 362L, 366, 370</p>

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>2f. Demonstrate understanding of phonics by doing the following: Using common affixes (prefixes and suffixes) to understand word meanings. (ELA-1-E1)</b>
<b>Unit 1:</b> 26P, 46K, 47, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62K, 62P, 62, 63, 65, 69, 70, 71, 72, 76, 77  <b>Unit 2:</b> 108K, 108P, 109, 110, 111, 112, 114, 115, 116, 120K, 120P, 121, 123, 127, 135, 138K, 138P, 138, 140, 143, 144, 146, 148, 149, 150, 152, 156K, 156P, 156, 160, 164, 165, 168, 173, 200P  <b>Unit 3:</b> 238K, 241, 244, 246, 254, 265G, 265H, 265I, 265J, 268M, 313G, 313H, 313I, 333G, 333H, 334M, 339, 359G, 359I  <b>Unit 4:</b> 14K, 14L, 14, 15, 17, 21, 23, 26, 27B, 42N, 46, 48, 54, 64K, 64N, 64, 66, 68, 73, 77, 82K, 82, 84, 86, 87, 89, 92N  <b>Unit 5:</b> 122K, 148K, 178K, 195G, 195H, 195I, 196K, 211G, 211H, 211I  <b>Unit 6:</b> 248K, 248, 250, 252, 268K, 268, 270, 271, 273, 283G, 283H, 283I, 316K, 316, 319, 320, 326, 375I

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>6. Identify the glossary and index in a book. (ELA-1-E2)</b>
<b>Unit 1:</b> 43D  <b>Unit 2:</b> 117F, 235D  <b>Unit 3:</b> 333D, 357E  <b>Unit 4:</b> 61D  <b>Unit 5:</b> 195D  <b>Unit 6:</b> 295F



<b>Reading Essentials</b>
<b>Unit 2</b>
<b>12. Demonstrate oral reading fluency of at least 90 words per minute in second-grade text with appropriate intonation. (ELA-1-E7)</b>
<p><b>Unit 1:</b> 14, 15, 16, 17, 18, 19, 20, 21, 21C, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 59C, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103</p> <p><b>Unit 2:</b> 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 117A, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 153C, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 175C, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 219C, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 233C</p> <p><b>Unit 3:</b> 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 249A, 249C, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 263A, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 291A, 291C, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 311A, 311C, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 331A, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 357A</p> <p><b>Unit 4:</b> 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 27C, 29H, 30, 31, 32, 33, 34, 35, 36, 37, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 61G, 61H, 61I, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82, 83, 84, 85, 86, 87, 88, 89, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 117C</p> <p><b>Unit 5:</b> 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 143A, 148, 149, 150, 151, 152, 153, 154, 155, 155C, 156, 157, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 173A, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 193A, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 209A, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 243A</p> <p><b>Unit 6:</b> 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 265A, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 295A, 295C, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 311A, 311C, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 331A, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 359A, 359C, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 373A, 375I</p>

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>28a. Use standard English punctuation, including: Commas in the greeting and closure of a letter, between a city and a state, and in dates. (ELA-3-E2)</b>
<p><b>Unit 2:</b> 108N, 120N, 137F, 137G, 137H, 138N, 156N, 171F, 171G, 171H, 180N, 197F, 197G, 197H, 200N, 221F, 221G, 221H, 222N, 235F, 235G, 235H</p> <p><b>Unit 3:</b> 251F, 251G, 251H</p> <p><b>Unit 4:</b> 30K, 39F, 39G, 39H</p> <p><b>Unit 5:</b> 175F, 175G, 175H, 195F, 195G, 195H, 221F, 221G, 221H, 245F, 245G, 245H</p> <p><b>Unit 6:</b> 283F, 283G, 283H, 333F, 333G, 333H, 361F, 361G, 361H</p>

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>29. Capitalize grade-appropriate proper nouns, initials of a person's name, and the salutation and closing of a friendly letter. (ELA-3-E2)</b>
<b>Unit 1:</b> 14N, 23F, 23G, 23H, 26N, 46N, 62N, 84N, 105G, 105H  <b>Unit 2:</b> 180B, 119F, 119G, 119H, 120N, 137F, 137G, 137H, 137I, 137J, 138N, 155E, 155F, 155G, 155H, 155I, 155J, 156N, 180N, 200N, 221H, 221J, 222N, 235F, 235G, 235H, 235I, 235J  <b>Unit 3:</b> 238N, 251J, 252N, 265J, 268N, 293J, 296N, 313J, 314N, 333H, 333J, 334N, 359F, 359J  <b>Unit 4:</b> 79J, 91J, 119J  <b>Unit 5:</b> 145F, 145G, 145H, 145J, 157J, 175J, 195E, 195F, 195G, 195H, 195J, 211J, 245F, 245G, 245H, 245J  <b>Unit 6:</b> 267F, 267G, 267J, 283F, 283G, 283H, 283J, 284K, 284L, 297F, 313J, 333J, 361F, 361G, 361H, 361J, 375F, 375G, 275H

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>30a. Write using standard English structure and usage, including: Subject-verb agreement in simple and compound sentences. (ELA-3-E3)</b>
<b>Unit 3:</b> 265E, 265F, 265G, 265H, 359F, 359H  <b>Unit 4:</b> 61E, 61F, 61G, 61H, 119F, 119H  <b>Unit 6:</b> 297F, 297H, 333F, 375F

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>30b. Write using standard English structure and usage, including: Past and present verb tenses. (ELA-3-E3)</b>
<b>Unit 1:</b> 61F, 61G, 61H, 105G  <b>Unit 4:</b> 61E, 61F, 61G, 61H, 119F, 119H  <b>Unit 5:</b> 157E, 157F, 157G, 157H, 157I, 157J, 175E, 175F, 175G, 175H, 175I, 175J, 245E, 245F, 245G, 245H, 245I, 245J  <b>Unit 6:</b> 267F, 267G, 333H, 375F

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>32a. Use knowledge of parts of speech, including: Identifying and using nouns, including proper, common, concrete, abstract, and collective. (ELA-3-E4)</b>
<b>Unit 1:</b> 23E, 23F, 23G, 23H, 105F, 105G  <b>Unit 4:</b> 79E, 79F, 79G, 79H, 119F, 119G  <b>Unit 5:</b> 195E, 195F, 195G, 195H, 195I, 195J, 245E, 245F, 245G, 245H, 245I, 245J  <b>Unit 6:</b> 267F, 267G, 313F, 313H, 375F, 375G

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>33a. Spell grade-appropriate words, including: Words with short vowels, long vowels, r-controlled vowels, and consonant-blends. (ELA-3-E5)</b>
<p><b>Unit 1:</b> 14N, 23E, 23F, 23G, 23H, 23I, 23J, 26N, 43E, 43F, 43G, 43H, 43I, 43J, 46N, 61E, 61F, 61G, 61H, 61I, 61J, 62N, 81E, 81F, 81G, 81H, 81I, 81J, 84N, 105E, 105F, 105G, 105H, 105I, 105J</p> <p><b>Unit 2:</b> 108N, 119E, 119F, 119G, 119H, 119I, 119J, 120N, 137E, 137F, 137G, 137H, 137I, 137J, 138N, 155E, 155F, 155G, 155H, 155I, 155J, 156N, 177E, 177F, 177G, 177H, 177I, 177J, 180N, 197E, 197F, 197G, 197H, 197I, 197J, 200N, 221E, 221F, 221G, 221H, 221I, 221J, 222N, 235E, 235F, 235G, 235H, 235I, 235J</p> <p><b>Unit 3:</b> 238N, 251E, 251F, 251G, 251H, 251I, 251J, 252N, 265E, 265F, 265G, 265H, 265I, 265J, 268N, 293E, 293F, 293G, 293H, 293I, 293J, 296N, 313E, 313F, 313G, 313H, 313I, 313J, 314N, 333E, 333F, 333G, 333H, 333I, 333J, 334N, 359E, 359F, 359G, 359H, 359I, 359J</p> <p><b>Unit 4:</b> 29E, 29F, 29G, 29H, 29I, 29J, 39E, 39F, 39G, 39H, 39I, 39J, 61E, 61F, 61G, 61H, 61I, 61J, 79E, 79F, 79G, 79H, 79I, 79J, 91E, 91F, 91G, 91H, 91I, 91J, 119E, 119F, 119G, 119H, 119I, 119J</p> <p><b>Unit 5:</b> 145E, 145F, 145G, 145H, 145I, 145J, 157E, 157F, 157G, 157H, 157I, 157J, 175E, 175F, 175G, 175H, 175I, 175J, 195E, 195F, 195G, 195H, 195I, 195J, 211E, 211F, 211G, 211H, 211I, 211J, 245E, 245F, 245G, 245H, 245I, 245J</p> <p><b>Unit 6:</b> 267E, 267F, 267G, 267H, 267I, 267J, 283E, 283F, 283G, 283H, 283I, 283J, 297E, 297F, 297G, 297H, 297I, 297J, 313E, 313F, 313G, 313H, 313I, 313J, 333E, 333F, 333G, 333H, 333I, 333J, 361E, 361F, 361G, 361H, 361I, 361J, 375E, 375F, 375G, 375H, 375I, 375J</p>

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>33b. Spell grade-appropriate words, including: Word with short- and long-vowel sounds when those sounds are made with a broad variety of letter combinations (e.g., ou, ow, ough, igh). (ELA-3-E5)</b>
<p><b>Unit 1:</b> 14N, 23E, 23F, 23G, 23H, 23I, 23J, 26N, 43E, 43F, 43G, 43H, 43I, 43J, 46N, 61E, 61F, 61G, 61H, 61I, 61J, 62N, 81E, 81F, 81G, 81H, 81I, 81J, 84N, 105E, 105F, 105G, 105H, 105I, 105J</p> <p><b>Unit 2:</b> 108N, 119E, 119F, 119G, 119H, 119I, 119J, 120N, 137E, 137F, 137G, 137H, 137I, 137J, 138N, 155E, 155F, 155G, 155H, 155I, 155J, 156N, 177E, 177F, 177G, 177H, 177I, 177J, 180N, 197E, 197F, 197G, 197H, 197I, 197J, 200N, 221E, 221F, 221G, 221H, 221I, 221J, 222N, 235E, 235F, 235G, 235H, 235I, 235J</p> <p><b>Unit 3:</b> 238N, 251E, 251F, 251G, 251H, 251I, 251J, 252N, 265E, 265F, 265G, 265H, 265I, 265J, 268N, 293E, 293F, 293G, 293H, 293I, 293J, 296N, 313E, 313F, 313G, 313H, 313I, 313J, 314N, 333E, 333F, 333G, 333H, 333I, 333J, 334N, 359E, 359F, 359G, 359H, 359I, 359J</p> <p><b>Unit 4:</b> 29E, 29F, 29G, 29H, 29I, 29J, 39E, 39F, 39G, 39H, 39I, 39J, 61E, 61F, 61G, 61H, 61I, 61J, 79E, 79F, 79G, 79H, 79I, 79J, 91E, 91F, 91G, 91H, 91I, 91J, 119E, 119F, 119G, 119H, 119I, 119J</p> <p><b>Unit 5:</b> 145E, 145F, 145G, 145H, 145I, 145J, 157E, 157F, 157G, 157H, 157I, 157J, 175E, 175F, 175G, 175H, 175I, 175J, 195E, 195F, 195G, 195H, 195I, 195J, 211E, 211F, 211G, 211H, 211I, 211J, 245E, 245F, 245G, 245H, 245I, 245J</p> <p><b>Unit 6:</b> 267E, 267F, 267G, 267H, 267I, 267J, 283E, 283F, 283G, 283H, 283I, 283J, 297E, 297F, 297G, 297H, 297I, 297J, 313E, 313F, 313G, 313H, 313I, 313J, 333E, 333F, 333G, 333H, 333I, 333J, 361E, 361F, 361G, 361H, 361I, 361J, 375E, 375F, 375G, 375H, 375I, 375J</p>

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>33c. Spell grade-appropriate words, including: Frequently use irregularly spelled words. (ELA-3-E5)</b>
<p><b>Unit 1:</b> 14N, 23E, 23F, 23G, 23H, 23I, 23J, 26N, 43E, 43F, 43G, 43H, 43I, 43J, 46N, 61E, 61F, 61G, 61H, 61I, 61J, 62N, 81E, 81F, 81G, 81H, 81I, 81J, 84N, 105E, 105F, 105G, 105H, 105I, 105J</p> <p><b>Unit 2:</b> 108N, 119E, 119F, 119G, 119H, 119I, 119J, 120N, 137E, 137F, 137G, 137H, 137I, 137J, 138N, 155E, 155F, 155G, 155H, 155I, 155J, 156N, 177E, 177F, 177G, 177H, 177I, 177J, 180N, 197E, 197F, 197G, 197H, 197I, 197J, 200N, 221E, 221F, 221G, 221H, 221I, 221J, 222N, 235E, 235F, 235G, 235H, 235I, 235J</p> <p><b>Unit 3:</b> 238N, 251E, 251F, 251G, 251H, 251I, 251J, 252N, 265E, 265F, 265G, 265H, 265I, 265J, 268N, 293E, 293F, 293G, 293H, 293I, 293J, 296N, 313E, 313F, 313G, 313H, 313I, 313J, 314N, 333E, 333F, 333G, 333H, 333I, 333J, 334N, 359E, 359F, 359G, 359H, 359I, 359J</p> <p><b>Unit 4:</b> 29E, 29F, 29G, 29H, 29I, 29J, 39E, 39F, 39G, 39H, 39I, 39J, 61E, 61F, 61G, 61H, 61I, 61J, 79E, 79F, 79G, 79H, 79I, 79J, 91E, 91F, 91G, 91H, 91I, 91J, 119E, 119F, 119G, 119H, 119I, 119J</p> <p><b>Unit 5:</b> 145E, 145F, 145G, 145H, 145I, 145J, 157E, 157F, 157G, 157H, 157I, 157J, 175E, 175F, 175G, 175H, 175I, 175J, 195E, 195F, 195G, 195H, 195I, 195J, 211E, 211F, 211G, 211H, 211I, 211J, 245E, 245F, 245G, 245H, 245I, 245J</p> <p><b>Unit 6:</b> 267E, 267F, 267G, 267H, 267I, 267J, 283E, 283F, 283G, 283H, 283I, 283J, 297E, 297F, 297G, 297H, 297I, 297J, 313E, 313F, 313G, 313H, 313I, 313J, 333E, 333F, 333G, 333H, 333I, 333J, 361E, 361F, 361G, 361H, 361I, 361J, 375E, 375F, 375G, 375H, 375I, 375J</p>

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>34. Use spelling patterns and rules correctly (e.g., dropping silent –e before adding –ing). ELA-3-E5)</b>
<p><b>Unit 1:</b> 14N, 23E, 23F, 23G, 23H, 23I, 23J, 26N, 43E, 43F, 43G, 43H, 43I, 43J, 46N, 61E, 61F, 61G, 61H, 61I, 61J, 62N, 81E, 81F, 81G, 81H, 81I, 81J, 84N, 105E, 105F, 105G, 105H, 105I, 105J</p> <p><b>Unit 2:</b> 108N, 119E, 119F, 119G, 119H, 119I, 119J, 120N, 137E, 137F, 137G, 137H, 137I, 137J, 138N, 155E, 155F, 155G, 155H, 155I, 155J, 156N, 177E, 177F, 177G, 177H, 177I, 177J, 180N, 197E, 197F, 197G, 197H, 197I, 197J, 200N, 221E, 221F, 221G, 221H, 221I, 221J, 222N, 235E, 235F, 235G, 235H, 235I, 235J</p> <p><b>Unit 3:</b> 238N, 251E, 251F, 251G, 251H, 251I, 251J, 252N, 265E, 265F, 265G, 265H, 265I, 265J, 268N, 293E, 293F, 293G, 293H, 293I, 293J, 296N, 313E, 313F, 313G, 313H, 313I, 313J, 314N, 333E, 333F, 333G, 333H, 333I, 333J, 334N, 359E, 359F, 359G, 359H, 359I, 359J</p> <p><b>Unit 4:</b> 29E, 29F, 29G, 29H, 29I, 29J, 39E, 39F, 39G, 39H, 39I, 39J, 61E, 61F, 61G, 61H, 61I, 61J, 79E, 79F, 79G, 79H, 79I, 79J, 91E, 91F, 91G, 91H, 91I, 91J, 119E, 119F, 119G, 119H, 119I, 119J</p> <p><b>Unit 5:</b> 145E, 145F, 145G, 145H, 145I, 145J, 157E, 157F, 157G, 157H, 157I, 157J, 175E, 175F, 175G, 175H, 175I, 175J, 195E, 195F, 195G, 195H, 195I, 195J, 211E, 211F, 211G, 211H, 211I, 211J, 245E, 245F, 245G, 245H, 245I, 245J</p> <p><b>Unit 6:</b> 267E, 267F, 267G, 267H, 267I, 267J, 283E, 283F, 283G, 283H, 283I, 283J, 297E, 297F, 297G, 297H, 297I, 297J, 313E, 313F, 313G, 313H, 313I, 313J, 333E, 333F, 333G, 333H, 333I, 333J, 361E, 361F, 361G, 361H, 361I, 361J, 375E, 375F, 375G, 375H, 375I, 375J</p>

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>36. Alphabetize to the second letter and some third letters. (ELA-3-E5)</b>
<p><b>Unit 1:</b> 23D</p> <p><b>Unit 2:</b> 235D</p> <p><b>Unit 3:</b> 357F</p> <p><b>Unit 5:</b> 195D</p>

## Unit 3

### Reading Essentials

#### Unit 3

**1. Identify unique letter-sound patterns, including long and short vowels (e.g., ea for short e, as in bread, and ough for long o, as in though) and consonants (tch for /ch/, as in watch, and gh for /f/ as in cough). (ELA-1-E1)**

**Unit 1:** T55, 14K, 14M, 14P, 14, 15, 16, 17, 18, 19, 20, 21, 26K, 26M, 26P, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 46K, 46M, 46Q, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62K, 62M, 62P, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 84K, 84M, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 103

**Unit 2:** 108K, 108M, 108P, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 120K, 120M, 120P, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 138K, 138M, 138P, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 156K, 156M, 156P, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 180K, 180M, 180P, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 200K, 200M, 200P, 222K, 222M, 222P, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233

**Unit 3:** 238K, 238L, 238M, 238N, 238P, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 252K, 252L, 252M, 252N, 252P, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 268K, 268L, 268M, 268P, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 296L, 296N, 296P, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 311C, 314K, 314L, 314M, 314N, 314P, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334L, 334M, 334N, 334P, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357

**Unit 4:** 14K, 14L, 14N, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 30K, 30L, 30N, 30, 31, 32, 33, 34, 35, 36, 37, 42K, 42L, 42N, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 64K, 64L, 64N, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82K, 82L, 82N, 82, 83, 84, 85, 86, 87, 88, 89, 92K, 92L, 92N, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117

**Unit 5:** 122K, 122N, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 148K, 148N, 148, 149, 150, 151, 152, 153, 154, 155, 160K, 160N, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 178K, 178N, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 196K, 196N, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 212K, 212N, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243

**Unit 6:** 248K, 248N, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 268K, 268N, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 284K, 284N, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 298K, 298N, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 316K, 316N, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 336K, 336N, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 362L, 362N, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>2c. Demonstrate understanding of phonics by doing the following: Differentiating short- and long-vowel sounds in printed words when those sounds are made with a broad variety of letter combinations and a variety of word families (e.g., ou, ow, ough, igh). (ELA-1-E1)</b>
<p><b>Unit 1:</b> 14L, 14N, 14P, 14Q, 14, 15, 16, 17, 18, 19, 20, 21, 26L, 26N, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 141, 46L, 46N, 47, 48, 49, 50, 51, 62N, 62P, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 79, 84L, 84N, 84R, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103</p> <p><b>Unit 2:</b> 108L, 108N, 108P, 108Q, 108, 109, 110, 111, 112, 113, 114, 115, 116, 120L, 120N, 120Q, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 138L, 138N, 138Q, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 156L, 156N, 156Q, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 180L, 180N, 180P, 180Q, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 200L, 200N, 200P, 200Q, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 222L, 222N, 222P, 222Q, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233</p> <p><b>Unit 3:</b> 238M, 238P, 238Q, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 252L, 252N, 252P, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 268L, 268P, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 296L, 296N, 296P, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 311C, 314L, 314N, 314P, 314Q, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334L, 334N, 334P, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357</p> <p><b>Unit 4:</b> 14L, 14O, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 30L, 30O, 30, 31, 32, 33, 34, 35, 36, 37, 42L, 42N, 42O, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 64L, 64N, 64O, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82L, 82N, 82O, 82, 83, 84, 85, 86, 87, 88, 89, 92L, 92N, 92O, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117</p> <p><b>Unit 5:</b> 122L, 122N, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 148L, 148N, 148, 149, 150, 151, 152, 153, 154, 155, 160L, 160N, 160O, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 178L, 178N, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 196L, 196N, 196O, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 212L, 212N, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243</p> <p><b>Unit 6:</b> 248K, 248N, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 268K, 268N, 268O, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 284K, 284N, 284O, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 298K, 298N, 298O, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 316K, 316N, 316O, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 336K, 336N, 336O, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 362L, 362N, 362O, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373</p>

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>2d. Demonstrate understanding of phonics by doing the following: Reading regularly spelled words with as many as four syllables. (ELA-1-E1)</b>
<p><b>Unit 1:</b> 14K, 14M, 14P, 14Q, 26K, 26M, 26P, 46K, 46M, 46Q, 62K, 62M, 62P, 84K, 84M, 84R</p> <p><b>Unit 2:</b> 108K, 108M, 108P, 108Q, 120K, 120M, 120P, 120Q, 138K, 138M, 138P, 138Q, 156K, 156M, 156P, 156Q, 180K, 180M, 180P, 180Q, 200K, 200M, 200P, 200Q, 222K, 222M, 222P, 222Q</p> <p><b>Unit 3:</b> 238K, 328L, 328M, 238N, 238P, 238Q, 252K, 252L, 252M, 252N, 252P, 252Q, 268K, 268L, 268M, 268P, 296L, 296N, 296P, 296Q, 311C, 314K, 314L, 314M, 314N, 314P, 314Q, 334K, 334L, 334M, 334N, 334P</p> <p><b>Unit 4:</b> 14K, 14L, 14O, 30K, 30L, 30O, 42K, 42L, 42O, 64K, 64L, 64O, 82K, 82L, 82O, 92K, 92L, 92O</p> <p><b>Unit 5:</b> 122K, 122N, 148K, 148N, 160K, 160N, 160O, 178K, 178N, 196K, 196N, 196O, 212K, 212N</p> <p><b>Unit 6:</b> 248K, 248N, 268K, 268N, 268O, 284K, 284N, 298K, 298N, 298O, 316K, 316N, 316O, 336K, 336N, 336O, 362L, 362N, 362O</p>

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>2e. Demonstrate understanding of phonics by doing the following: Using phonetic decoding strategies accurately and rapidly in unfamiliar words and texts. (ELA-1-E1)</b>
<p><b>Unit 1:</b> 14L, 14M, 14, 15, 16, 17, 18, 19, 26K, 26M, 26N, 27, 31, 32, 33, 34, 35, 35, 37, 38, 46K, 46L, 46M, 48, 62K, 62L, 62M, 62, 64, 66, 67, 68, 73, 74, 75, 78, 79, 84K, 84L, 84M, 84, 86, 91, 95, 96, 98, 99, 100, 102</p> <p><b>Unit 2:</b> 108K, 108L, 108M, 120K, 120L, 120M, 120, 132, 138K, 138L, 138M, 138N, 142, 145, 147, 151, 156K, 156L, 156M, 156N, 159, 163, 167, 180K, 180L, 180M, 180-187, 189, 191, 193, 194, 200K, 200L, 200M, 200N, 200, 202, 204, 207, 208, 210, 211, 214, 218, 219, 222K, 222L, 222M, 222, 224, 226, 230, 231</p> <p><b>Unit 3:</b> 238K, 238L, 238M, 238N, 238, 242, 243, 245, 247, 248, 252K, 252L, 252M, 252N, 252, 253, 254, 255, 256, 257, 258, 260, 262, 268K, 268L, 268M, 268, 271, 274, 281, 282, 283, 287, 286K, 286L, 296M, 297, 298, 299, 301, 302, 304, 306, 307, 308, 309, 314K, 314L, 314M, 314, 315, 316, 318, 319, 322, 323, 324, 325, 327, 328, 334K</p> <p><b>Unit 4:</b> 14K, 14L, 16, 18, 30K, 30L, 32, 34, 42K, 42L, 64K, 64L, 82K, 82L, 92K, 94, 95, 99, 100, 102, 104, 106, 107, 109, 110, 112, 113, 114, 115</p> <p><b>Unit 5:</b> 122K, 122L, 122, 124, 126, 127, 129, 130, 131, 132, 133, 134, 135, 136, 137, 139, 140, 141, 142, 148K, 148L, 148, 150, 152, 153, 154, 160K, 160, 161, 164, 166, 167, 168, 172, 178K, 178, 179, 180, 183, 184, 185, 187, 188, 189, 190, 191, 192, 196K, 196L, 196, 201, 202, 206, 207, 212K, 212, 213, 214, 215, 217, 219, 222, 223, 225, 228, 232, 233, 236, 237, 239, 240, 241, 242, 243</p> <p><b>Unit 6:</b> 248K, 248L, 253, 261, 262, 268K, 268L, 276, 277, 279, 280, 284K, 285, 289, 293, 298K, 316K, 316L, 318, 323, 324, 325, 328, 329, 336K, 336L, 336, 339, 343, 346, 348, 351, 355, 357, 362K, 362L, 366, 370</p>

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>2f. Demonstrate understanding of phonics by doing the following: Using common affixes (prefixes and suffixes) to understand word meanings. (ELA-1-E1)</b>
<b>Unit 1:</b> 26P, 46K, 47, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62K, 62P, 62, 63, 65, 69, 70, 71, 72, 76, 77  <b>Unit 2:</b> 108K, 108P, 109, 110, 111, 112, 114, 115, 116, 120K, 120P, 121, 123, 127, 135, 138K, 138P, 138, 140, 143, 144, 146, 148, 149, 150, 152, 156K, 156P, 156, 160, 164, 165, 168, 173, 200P  <b>Unit 3:</b> 238K, 241, 244, 246, 254, 265G, 265H, 265I, 265J, 268M, 313G, 313H, 313I, 333G, 333H, 334M, 339, 359G, 359I  <b>Unit 4:</b> 14K, 14L, 14, 15, 17, 21, 23, 26, 27B, 42N, 46, 48, 54, 64K, 64N, 64, 66, 68, 73, 77, 82K, 82, 84, 86, 87, 89, 92N  <b>Unit 5:</b> 122K, 148K, 178K, 195G, 195H, 195I, 196K, 211G, 211H, 211I  <b>Unit 6:</b> 248K, 248, 250, 252, 268K, 268, 270, 271, 273, 283G, 283H, 283I, 316K, 316, 319, 320, 326, 375I

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>6. Identify the glossary and index in a book. (ELA-1-E2)</b>
<b>Unit 1:</b> 43D  <b>Unit 2:</b> 117F, 235D  <b>Unit 3:</b> 333D, 357E  <b>Unit 4:</b> 61D  <b>Unit 5:</b> 195D  <b>Unit 6:</b> 295F



<b>Reading Essentials</b>
<b>Unit 3</b>
<b>12. Demonstrate oral reading fluency of at least 90 words per minute in second-grade text with appropriate intonation. (ELA-1-E7)</b>
<p><b>Unit 1:</b> 14, 15, 16, 17, 18, 19, 20, 21, 21C, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 59C, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103</p> <p><b>Unit 2:</b> 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 117A, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 153C, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 175C, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 219C, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 233C</p> <p><b>Unit 3:</b> 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 249A, 249C, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 263A, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 291A, 291C, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 311A, 311C, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 331A, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 357A</p> <p><b>Unit 4:</b> 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 27C, 29H, 30, 31, 32, 33, 34, 35, 36, 37, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 61G, 61H, 61I, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82, 83, 84, 85, 86, 87, 88, 89, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 117C</p> <p><b>Unit 5:</b> 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 143A, 148, 149, 150, 151, 152, 153, 154, 155, 155C, 156, 157, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 173A, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 193A, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 209A, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 243A</p> <p><b>Unit 6:</b> 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 265A, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 295A, 295C, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 311A, 311C, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 331A, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 359A, 359C, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 373A, 375I</p>

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>29. Capitalize grade-appropriate proper nouns, initials of a person's name, and the salutation and closing of a friendly letter. (ELA-3-E2)</b>
<p><b>Unit 1:</b> 14N, 23F, 23G, 23H, 26N, 46N, 62N, 84N, 105G, 105H</p> <p><b>Unit 2:</b> 180B, 119F, 119G, 119H, 120N, 137F, 137G, 137H, 137I, 137J, 138N, 155E, 155F, 155G, 155H, 155I, 155J, 156N, 180N, 200N, 221H, 221J, 222N, 235F, 235G, 235H, 235I, 235J</p> <p><b>Unit 3:</b> 238N, 251J, 252N, 265J, 268N, 293J, 296N, 313J, 314N, 333H, 333J, 334N, 359F, 359J</p> <p><b>Unit 4:</b> 79J, 91J, 119J</p> <p><b>Unit 5:</b> 145F, 145G, 145H, 145J, 157J, 175J, 195E, 195F, 195G, 195H, 195J, 211J, 245F, 245G, 245H, 245J</p> <p><b>Unit 6:</b> 267F, 267G, 267J, 283F, 283G, 283H, 283J, 284K, 284L, 297F, 313J, 333J, 361F, 361G, 361H, 361J, 375F, 375G, 275H</p>

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>30f. Write using standard English structure and usage, including: Possessive nouns. (ELA-3-E3)</b>
<b>Unit 5:</b> 211E, 211F, 211G, 211H, 211I, 211J, 245F

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>33a. Spell grade-appropriate words, including: Words with short vowels, long vowels, r-controlled vowels, and consonant-blends. (ELA-3-E5)</b>
<p><b>Unit 1:</b> 14N, 23E, 23F, 23G, 23H, 23I, 23J, 26N, 43E, 43F, 43G, 43H, 43I, 43J, 46N, 61E, 61F, 61G, 61H, 61I, 61J, 62N, 81E, 81F, 81G, 81H, 81I, 81J, 84N, 105E, 105F, 105G, 105H, 105I, 105J</p> <p><b>Unit 2:</b> 108N, 119E, 119F, 119G, 119H, 119I, 119J, 120N, 137E, 137F, 137G, 137H, 137I, 137J, 138N, 155E, 155F, 155G, 155H, 155I, 155J, 156N, 177E, 177F, 177G, 177H, 177I, 177J, 180N, 197E, 197F, 197G, 197H, 197I, 197J, 200N, 221E, 221F, 221G, 221H, 221I, 221J, 222N, 235E, 235F, 235G, 235H, 235I, 235J</p> <p><b>Unit 3:</b> 238N, 251E, 251F, 251G, 251H, 251I, 251J, 252N, 265E, 265F, 265G, 265H, 265I, 265J, 268N, 293E, 293F, 293G, 293H, 293I, 293J, 296N, 313E, 313F, 313G, 313H, 313I, 313J, 314N, 333E, 333F, 333G, 333H, 333I, 333J, 334N, 359E, 359F, 359G, 359H, 359I, 359J</p> <p><b>Unit 4:</b> 29E, 29F, 29G, 29H, 29I, 29J, 39E, 39F, 39G, 39H, 39I, 39J, 61E, 61F, 61G, 61H, 61I, 61J, 79E, 79F, 79G, 79H, 79I, 79J, 91E, 91F, 91G, 91H, 91I, 91J, 119E, 119F, 119G, 119H, 119I, 119J</p> <p><b>Unit 5:</b> 145E, 145F, 145G, 145H, 145I, 145J, 157E, 157F, 157G, 157H, 157I, 157J, 175E, 175F, 175G, 175H, 175I, 175J, 195E, 195F, 195G, 195H, 195I, 195J, 211E, 211F, 211G, 211H, 211I, 211J, 245E, 245F, 245G, 245H, 245I, 245J</p> <p><b>Unit 6:</b> 267E, 267F, 267G, 267H, 267I, 267J, 283E, 283F, 283G, 283H, 283I, 283J, 297E, 297F, 297G, 297H, 297I, 297J, 313E, 313F, 313G, 313H, 313I, 313J, 333E, 333F, 333G, 333H, 333I, 333J, 361E, 361F, 361G, 361H, 361I, 361J, 375E, 375F, 375G, 375H, 375I, 375J</p>

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>33c. Spell grade-appropriate words, including: Frequently use irregularly spelled words. (ELA-3-E5)</b>
<p><b>Unit 1:</b> 14N, 23E, 23F, 23G, 23H, 23I, 23J, 26N, 43E, 43F, 43G, 43H, 43I, 43J, 46N, 61E, 61F, 61G, 61H, 61I, 61J, 62N, 81E, 81F, 81G, 81H, 81I, 81J, 84N, 105E, 105F, 105G, 105H, 105I, 105J</p> <p><b>Unit 2:</b> 108N, 119E, 119F, 119G, 119H, 119I, 119J, 120N, 137E, 137F, 137G, 137H, 137I, 137J, 138N, 155E, 155F, 155G, 155H, 155I, 155J, 156N, 177E, 177F, 177G, 177H, 177I, 177J, 180N, 197E, 197F, 197G, 197H, 197I, 197J, 200N, 221E, 221F, 221G, 221H, 221I, 221J, 222N, 235E, 235F, 235G, 235H, 235I, 235J</p> <p><b>Unit 3:</b> 238N, 251E, 251F, 251G, 251H, 251I, 251J, 252N, 265E, 265F, 265G, 265H, 265I, 265J, 268N, 293E, 293F, 293G, 293H, 293I, 293J, 296N, 313E, 313F, 313G, 313H, 313I, 313J, 314N, 333E, 333F, 333G, 333H, 333I, 333J, 334N, 359E, 359F, 359G, 359H, 359I, 359J</p> <p><b>Unit 4:</b> 29E, 29F, 29G, 29H, 29I, 29J, 39E, 39F, 39G, 39H, 39I, 39J, 61E, 61F, 61G, 61H, 61I, 61J, 79E, 79F, 79G, 79H, 79I, 79J, 91E, 91F, 91G, 91H, 91I, 91J, 119E, 119F, 119G, 119H, 119I, 119J</p> <p><b>Unit 5:</b> 145E, 145F, 145G, 145H, 145I, 145J, 157E, 157F, 157G, 157H, 157I, 157J, 175E, 175F, 175G, 175H, 175I, 175J, 195E, 195F, 195G, 195H, 195I, 195J, 211E, 211F, 211G, 211H, 211I, 211J, 245E, 245F, 245G, 245H, 245I, 245J</p> <p><b>Unit 6:</b> 267E, 267F, 267G, 267H, 267I, 267J, 283E, 283F, 283G, 283H, 283I, 283J, 297E, 297F, 297G, 297H, 297I, 297J, 313E, 313F, 313G, 313H, 313I, 313J, 333E, 333F, 333G, 333H, 333I, 333J, 361E, 361F, 361G, 361H, 361I, 361J, 375E, 375F, 375G, 375H, 375I, 375J</p>

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>36. Alphabetize to the second letter and some third letters. (ELA-3-E5)</b>
<p><b>Unit 1:</b> 23D</p> <p><b>Unit 2:</b> 235D</p> <p><b>Unit 3:</b> 357F</p> <p><b>Unit 5:</b> 195D</p>

## Unit 4

### Reading Essentials

#### Unit 4

**1. Identify unique letter-sound patterns, including long and short vowels (e.g., ea for short e, as in bread, and ough for long o, as in though) and consonants (tch for /ch/, as in watch, and gh for /f/ as in cough). (ELA-1-E1)**

**Unit 1:** T55, 14K, 14M, 14P, 14, 15, 16, 17, 18, 19, 20, 21, 26K, 26M, 26P, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 46K, 46M, 46Q, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62K, 62M, 62P, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 84K, 84M, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 103

**Unit 2:** 108K, 108M, 108P, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 120K, 120M, 120P, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 138K, 138M, 138P, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 156K, 156M, 156P, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 180K, 180M, 180P, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 200K, 200M, 200P, 222K, 222M, 222P, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233

**Unit 3:** 238K, 238L, 238M, 238N, 238P, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 252K, 252L, 252M, 252N, 252P, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 268K, 268L, 268M, 268P, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 296L, 296N, 296P, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 311C, 314K, 314L, 314M, 314N, 314P, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334L, 334M, 334N, 334P, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357

**Unit 4:** 14K, 14L, 14N, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 30K, 30L, 30N, 30, 31, 32, 33, 34, 35, 36, 37, 42K, 42L, 42N, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 64K, 64L, 64N, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82K, 82L, 82N, 82, 83, 84, 85, 86, 87, 88, 89, 92K, 92L, 92N, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117

**Unit 5:** 122K, 122N, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 148K, 148N, 148, 149, 150, 151, 152, 153, 154, 155, 160K, 160N, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 178K, 178N, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 196K, 196N, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 212K, 212N, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243

**Unit 6:** 248K, 248N, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 268K, 268N, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 284K, 284N, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 298K, 298N, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 316K, 316N, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 336K, 336N, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 362L, 362N, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>2c. Demonstrate understanding of phonics by doing the following: Differentiating short- and long-vowel sounds in printed words when those sounds are made with a broad variety of letter combinations and a variety of word families (e.g., ou, ow, ough, igh). (ELA-1-E1)</b>
<p><b>Unit 1:</b> 14L, 14N, 14P, 14Q, 14, 15, 16, 17, 18, 19, 20, 21, 26L, 26N, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 141, 46L, 46N, 47, 48, 49, 50, 51, 62N, 62P, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 79, 84L, 84N, 84R, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103</p> <p><b>Unit 2:</b> 108L, 108N, 108P, 108Q, 108, 109, 110, 111, 112, 113, 114, 115, 116, 120L, 120N, 120Q, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 138L, 138N, 138Q, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 156L, 156N, 156Q, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 180L, 180N, 180P, 180Q, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 200L, 200N, 200P, 200Q, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 222L, 222N, 222P, 222Q, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233</p> <p><b>Unit 3:</b> 238M, 238P, 238Q, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 252L, 252N, 252P, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 268L, 268P, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 296L, 296N, 296P, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 311C, 314L, 314N, 314P, 314Q, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334L, 334N, 334P, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357</p> <p><b>Unit 4:</b> 14L, 14O, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 30L, 30O, 30, 31, 32, 33, 34, 35, 36, 37, 42L, 42N, 42O, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 64L, 64N, 64O, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82L, 82N, 82O, 82, 83, 84, 85, 86, 87, 88, 89, 92L, 92N, 92O, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117</p> <p><b>Unit 5:</b> 122L, 122N, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 148L, 148N, 148, 149, 150, 151, 152, 153, 154, 155, 160L, 160N, 160O, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 178L, 178N, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 196L, 196N, 196O, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 212L, 212N, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243</p> <p><b>Unit 6:</b> 248K, 248N, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 268K, 268N, 268O, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 284K, 284N, 284O, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 298K, 298N, 298O, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 316K, 316N, 316O, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 336K, 336N, 336O, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 362L, 362N, 362O, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373</p>

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>2d. Demonstrate understanding of phonics by doing the following: Reading regularly spelled words with as many as four syllables. (ELA-1-E1)</b>
<p><b>Unit 1:</b> 14K, 14M, 14P, 14Q, 26K, 26M, 26P, 46K, 46M, 46Q, 62K, 62M, 62P, 84K, 84M, 84R</p> <p><b>Unit 2:</b> 108K, 108M, 108P, 108Q, 120K, 120M, 120P, 120Q, 138K, 138M, 138P, 138Q, 156K, 156M, 156P, 156Q, 180K, 180M, 180P, 180Q, 200K, 200M, 200P, 200Q, 222K, 222M, 222P, 222Q</p> <p><b>Unit 3:</b> 238K, 328L, 328M, 238N, 238P, 238Q, 252K, 252L, 252M, 252N, 252P, 252Q, 268K, 268L, 268M, 268P, 296L, 296N, 296P, 296Q, 311C, 314K, 314L, 314M, 314N, 314P, 314Q, 334K, 334L, 334M, 334N, 334P</p> <p><b>Unit 4:</b> 14K, 14L, 14O, 30K, 30L, 30O, 42K, 42L, 42O, 64K, 64L, 64O, 82K, 82L, 82O, 92K, 92L, 92O</p> <p><b>Unit 5:</b> 122K, 122N, 148K, 148N, 160K, 160N, 160O, 178K, 178N, 196K, 196N, 196O, 212K, 212N</p> <p><b>Unit 6:</b> 248K, 248N, 268K, 268N, 268O, 284K, 284N, 298K, 298N, 298O, 316K, 316N, 316O, 336K, 336N, 336O, 362L, 362N, 362O</p>

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>2e. Demonstrate understanding of phonics by doing the following: Using phonetic decoding strategies accurately and rapidly in unfamiliar words and texts. (ELA-1-E1)</b>
<p><b>Unit 1:</b> 14L, 14M, 14, 15, 16, 17, 18, 19, 26K, 26M, 26N, 27, 31, 32, 33, 34, 35, 35, 37, 38, 46K, 46L, 46M, 48, 62K, 62L, 62M, 62, 64, 66, 67, 68, 73, 74, 75, 78, 79, 84K, 84L, 84M, 84, 86, 91, 95, 96, 98, 99, 100, 102</p> <p><b>Unit 2:</b> 108K, 108L, 108M, 120K, 120L, 120M, 120, 132, 138K, 138L, 138M, 138N, 142, 145, 147, 151, 156K, 156L, 156M, 156N, 159, 163, 167, 180K, 180L, 180M, 180-187, 189, 191, 193, 194, 200K, 200L, 200M, 200N, 200, 202, 204, 207, 208, 210, 211, 214, 218, 219, 222K, 222L, 222M, 222, 224, 226, 230, 231</p> <p><b>Unit 3:</b> 238K, 238L, 238M, 238N, 238, 242, 243, 245, 247, 248, 252K, 252L, 252M, 252N, 252, 253, 254, 255, 256, 257, 258, 260, 262, 268K, 268L, 268M, 268, 271, 274, 281, 282, 283, 287, 286K, 286L, 296M, 297, 298, 299, 301, 302, 304, 306, 307, 308, 309, 314K, 314L, 314M, 314, 315, 316, 318, 319, 322, 323, 324, 325, 327, 328, 334K</p> <p><b>Unit 4:</b> 14K, 14L, 16, 18, 30K, 30L, 32, 34, 42K, 42L, 64K, 64L, 82K, 82L, 92K, 94, 95, 99, 100, 102, 104, 106, 107, 109, 110, 112, 113, 114, 115</p> <p><b>Unit 5:</b> 122K, 122L, 122, 124, 126, 127, 129, 130, 131, 132, 133, 134, 135, 136, 137, 139, 140, 141, 142, 148K, 148L, 148, 150, 152, 153, 154, 160K, 160, 161, 164, 166, 167, 168, 172, 178K, 178, 179, 180, 183, 184, 185, 187, 188, 189, 190, 191, 192, 196K, 196L, 196, 201, 202, 206, 207, 212K, 212, 213, 214, 215, 217, 219, 222, 223, 225, 228, 232, 233, 236, 237, 239, 240, 241, 242, 243</p> <p><b>Unit 6:</b> 248K, 248L, 253, 261, 262, 268K, 268L, 276, 277, 279, 280, 284K, 285, 289, 293, 298K, 316K, 316L, 318, 323, 324, 325, 328, 329, 336K, 336L, 336, 339, 343, 346, 348, 351, 355, 357, 362K, 362L, 366, 370</p>

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>12. Demonstrate oral reading fluency of at least 90 words per minute in second-grade text with appropriate intonation. (ELA-1-E7)</b>
<p><b>Unit 1:</b> 14, 15, 16, 17, 18, 19, 20, 21, 21C, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 59C, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103</p> <p><b>Unit 2:</b> 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 117A, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 153C, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 175C, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 219C, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 233C</p> <p><b>Unit 3:</b> 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 249A, 249C, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 263A, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 291A, 291C, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 311A, 311C, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 331A, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 357A</p> <p><b>Unit 4:</b> 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 27C, 29H, 30, 31, 32, 33, 34, 35, 36, 37, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 61G, 61H, 61I, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82, 83, 84, 85, 86, 87, 88, 89, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 117C</p> <p><b>Unit 5:</b> 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 143A, 148, 149, 150, 151, 152, 153, 154, 155, 155C, 156, 157, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 173A, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 193A, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 209A, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 243A</p> <p><b>Unit 6:</b> 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 265A, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 295A, 295C, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 311A, 311C, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 331A, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 359A, 359C, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 373A, 375I</p>

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>28a. Use standard English punctuation, including: Commas in the greeting and closure of a letter, between a city and a state, and in dates. (ELA-3-E2)</b>
<p><b>Unit 2:</b> 108N, 120N, 137F, 137G, 137H, 138N, 156N, 171F, 171G, 171H, 180N, 197F, 197G, 197H, 200N, 221F, 221G, 221H, 222N, 235F, 235G, 235H</p> <p><b>Unit 3:</b> 251F, 251G, 251H</p> <p><b>Unit 4:</b> 30K, 39F, 39G, 39H</p> <p><b>Unit 5:</b> 175F, 175G, 175H, 195F, 195G, 195H, 221F, 221G, 221H, 245F, 245G, 245H</p> <p><b>Unit 6:</b> 283F, 283G, 283H, 333F, 333G, 333H, 361F, 361G, 361H</p>

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>28c. Use standard English punctuation, including: Periods in abbreviations. (ELA-3-E2)</b>
<b>Unit 2:</b> 108N, 120N, 137F, 137G, 137H, 138N, 156N, 171F, 171G, 171H, 180N, 197F, 197G, 197H, 200N, 221F, 221G, 221H, 222N, 235F, 235G, 235H
<b>Unit 3:</b> 251F, 251G, 251H
<b>Unit 4:</b> 30K, 39F, 39G, 39H
<b>Unit 5:</b> 175F, 175G, 175H, 195F, 195G, 195H, 221F, 221G, 221H, 245F, 245G, 245H
<b>Unit 6:</b> 283F, 283G, 283H, 333F, 333G, 333H, 361F, 361G, 361H

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>29. Capitalize grade-appropriate proper nouns, initials of a person's name, and the salutation and closing of a friendly letter. (ELA-3-E2)</b>
<b>Unit 1:</b> 14N, 23F, 23G, 23H, 26N, 46N, 62N, 84N, 105G, 105H
<b>Unit 2:</b> 180B, 119F, 119G, 119H, 120N, 137F, 137G, 137H, 137I, 137J, 138N, 155E, 155F, 155G, 155H, 155I, 155J, 156N, 180N, 200N, 221H, 221J, 222N, 235F, 235G, 235H, 235I, 235J
<b>Unit 3:</b> 238N, 251J, 252N, 265J, 268N, 293J, 296N, 313J, 314N, 333H, 333J, 334N, 359F, 359J
<b>Unit 4:</b> 79J, 91J, 119J
<b>Unit 5:</b> 145F, 145G, 145H, 145J, 157J, 175J, 195E, 195F, 195G, 195H, 195J, 211J, 245F, 245G, 245H, 245J
<b>Unit 6:</b> 267F, 267G, 267J, 283F, 283G, 283H, 283J, 284K, 284L, 297F, 313J, 333J, 361F, 361G, 361H, 361J, 375F, 375G, 275H

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>30c. Write using standard English structure and usage, including: Noun and pronoun antecedent agreement. (ELA-3-E3)</b>
<b>Unit 1:</b> 43E, 43F, 43G, 43H, 81E, 81F, 81G, 81H, 105G, 105H
<b>Unit 6:</b> 267F, 267G, 375G

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>32b. Use knowledge of parts of speech, including: Using correct antecedents of pronouns. (ELA-3-E4)</b>
<b>Unit 1:</b> 43E, 43F, 43G, 43H, 81E, 81F, 81G, 81H, 105G, 105H
<b>Unit 6:</b> 267F, 267G, 375G

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>36. Alphabetize to the second letter and some third letters. (ELA-3-E5)</b>
<b>Unit 1:</b> 23D
<b>Unit 2:</b> 235D
<b>Unit 3:</b> 357F
<b>Unit 5:</b> 195D

## Unit 5

### Reading Essentials

#### Unit 5

**2d. Demonstrate understanding of phonics by doing the following: Reading regularly spelled words with as many as four syllables. (ELA-1-E1)**

**Unit 1:** 14K, 14M, 14P, 14Q, 26K, 26M, 26P, 46K, 46M, 46Q, 62K, 62M, 62P, 84K, 84M, 84R

**Unit 2:** 108K, 108M, 108P, 108Q, 120K, 120M, 120P, 120Q, 138K, 138M, 138P, 138Q, 156K, 156M, 156P, 156Q, 180K, 180M, 180P, 180Q, 200K, 200M, 200P, 200Q, 222K, 222M, 222P, 222Q

**Unit 3:** 238K, 328L, 328M, 238N, 238P, 238Q, 252K, 252L, 252M, 252N, 252P, 252Q, 268K, 268L, 268M, 268P, 296L, 296N, 296P, 296Q, 311C, 314K, 314L, 314M, 314N, 314P, 314Q, 334K, 334L, 334M, 334N, 334P

**Unit 4:** 14K, 14L, 14O, 30K, 30L, 30O, 42K, 42L, 42O, 64K, 64L, 64O, 82K, 82L, 82O, 92K, 92L, 92O

**Unit 5:** 122K, 122N, 148K, 148N, 160K, 160N, 160O, 178K, 178N, 196K, 196N, 196O, 212K, 212N

**Unit 6:** 248K, 248N, 268K, 268N, 268O, 284K, 284N, 298K, 298N, 298O, 316K, 316N, 316O, 336K, 336N, 336O, 362L, 362N, 362O

### Reading Essentials

#### Unit 5

**2e. Demonstrate understanding of phonics by doing the following: Using phonetic decoding strategies accurately and rapidly in unfamiliar words and texts. (ELA-1-E1)**

**Unit 1:** 14L, 14M, 14, 15, 16, 17, 18, 19, 26K, 26M, 26N, 27, 31, 32, 33, 34, 35, 35, 37, 38, 46K, 46L, 46M, 48, 62K, 62L, 62M, 62, 64, 66, 67, 68, 73, 74, 75, 78, 79, 84K, 84L, 84M, 84, 86, 91, 95, 96, 98, 99, 100, 102

**Unit 2:** 108K, 108L, 108M, 120K, 120L, 120M, 120, 132, 138K, 138L, 138M, 138N, 142, 145, 147, 151, 156K, 156L, 156M, 156N, 159, 163, 167, 180K, 180L, 180M, 180-187, 189, 191, 193, 194, 200K, 200L, 200M, 200N, 200, 202, 204, 207, 208, 210, 211, 214, 218, 219, 222K, 222L, 222M, 222, 224, 226, 230, 231

**Unit 3:** 238K, 238L, 238M, 238N, 238, 242, 243, 245, 247, 248, 252K, 252L, 252M, 252N, 252, 253, 254, 255, 256, 257, 258, 260, 262, 268K, 268L, 268M, 268, 271, 274, 281, 282, 283, 287, 286K, 286L, 296M, 297, 298, 299, 301, 302, 304, 306, 307, 308, 309, 314K, 314L, 314M, 314, 315, 316, 318, 319, 322, 323, 324, 325, 327, 328, 334K

**Unit 4:** 14K, 14L, 16, 18, 30K, 30L, 32, 34, 42K, 42L, 64K, 64L, 82K, 82L, 92K, 94, 95, 99, 100, 102, 104, 106, 107, 109, 110, 112, 113, 114, 115

**Unit 5:** 122K, 122L, 122, 124, 126, 127, 129, 130, 131, 132, 133, 134, 135, 136, 137, 139, 140, 141, 142, 148K, 148L, 148, 150, 152, 153, 154, 160K, 160, 161, 164, 166, 167, 168, 172, 178K, 178, 179, 180, 183, 184, 185, 187, 188, 189, 190, 191, 192, 196K, 196L, 196, 201, 202, 206, 207, 212K, 212, 213, 214, 215, 217, 219, 222, 223, 225, 228, 232, 233, 236, 237, 239, 240, 241, 242, 243

**Unit 6:** 248K, 248L, 253, 261, 262, 268K, 268L, 276, 277, 279, 280, 284K, 285, 289, 293, 298K, 316K, 316L, 318, 323, 324, 325, 328, 329, 336K, 336L, 336, 339, 343, 346, 348, 351, 355, 357, 362K, 362L, 366, 370



<b>Reading Essentials</b>
<b>Unit 5</b>
<b>2f. Demonstrate understanding of phonics by doing the following: Using common affixes (prefixes and suffixes) to understand word meanings. (ELA-1-E1)</b>
<b>Unit 1:</b> 26P, 46K, 47, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62K, 62P, 62, 63, 65, 69, 70, 71, 72, 76, 77
<b>Unit 2:</b> 108K, 108P, 109, 110, 111, 112, 114, 115, 116, 120K, 120P, 121, 123, 127, 135, 138K, 138P, 138, 140, 143, 144, 146, 148, 149, 150, 152, 156K, 156P, 156, 160, 164, 165, 168, 173, 200P
<b>Unit 3:</b> 238K, 241, 244, 246, 254, 265G, 265H, 265I, 265J, 268M, 313G, 313H, 313I, 333G, 333H, 334M, 339, 359G, 359I
<b>Unit 4:</b> 14K, 14L, 14, 15, 17, 21, 23, 26, 27B, 42N, 46, 48, 54, 64K, 64N, 64, 66, 68, 73, 77, 82K, 82, 84, 86, 87, 89, 92N
<b>Unit 5:</b> 122K, 148K, 178K, 195G, 195H, 195I, 196K, 211G, 211H, 211I
<b>Unit 6:</b> 248K, 248, 250, 252, 268K, 268, 270, 271, 273, 283G, 283H, 283I, 316K, 316, 319, 320, 326, 375I

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>12. Demonstrate oral reading fluency of at least 90 words per minute in second-grade text with appropriate intonation. (ELA-1-E7)</b>
<b>Unit 1:</b> 14, 15, 16, 17, 18, 19, 20, 21, 21C, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 59C, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103
<b>Unit 2:</b> 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 117A, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 153C, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 175C, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 219C, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 233C
<b>Unit 3:</b> 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 249A, 249C, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 263A, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 291A, 291C, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 311A, 311C, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 331A, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 357A
<b>Unit 4:</b> 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 27C, 29H, 30, 31, 32, 33, 34, 35, 36, 37, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 61G, 61H, 61I, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82, 83, 84, 85, 86, 87, 88, 89, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 117C
<b>Unit 5:</b> 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 143A, 148, 149, 150, 151, 152, 153, 154, 155, 155C, 156, 157, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 173A, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 193A, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 209A, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 243A
<b>Unit 6:</b> 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 265A, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 295A, 295C, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 311A, 311C, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 331A, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 359A, 359C, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 373A, 375I

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>28b. Use standard English punctuation, including: Apostrophes in contractions. (ELA-3-E2)</b>
<b>Unit 2:</b> 108N, 120N, 137F, 137G, 137H, 138N, 156N, 171F, 171G, 171H, 180N, 197F, 197G, 197H, 200N, 221F, 221G, 221H, 222N, 235F, 235G, 235H
<b>Unit 3:</b> 251F, 251G, 251H
<b>Unit 4:</b> 30K, 39F, 39G, 39H
<b>Unit 5:</b> 175F, 175G, 175H, 195F, 195G, 195H, 221F, 221G, 221H, 245F, 245G, 245H
<b>Unit 6:</b> 283F, 283G, 283H, 333F, 333G, 333H, 361F, 361G, 361H

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>30a. Write using standard English structure and usage, including: Subject-verb agreement in simple and compound sentences. (ELA-3-E3)</b>
<b>Unit 3:</b> 265E, 265F, 265G, 265H, 359F, 359H
<b>Unit 4:</b> 61E, 61F, 61G, 61H, 119F, 119H
<b>Unit 6:</b> 297F, 297H, 333F, 375F

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>32f. Use knowledge of parts of speech, including: Using a variety of conjunctions (e.g., or, nor, yet, so). (ELA-3-E4)</b>
<b>Unit 2:</b> 177G, 219C
<b>Unit 3:</b> 265F, 265G, 265H, 265I, 265J, 293N
<b>Unit 5:</b> 122, 123, 122K, 138, 145G, 157E, 157F, 157G, 157H, 157I, 226, 245F
<b>Unit 6:</b> 361E, 361F, 361H, 361I

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>34. Use spelling patterns and rules correctly (e.g., dropping silent –e before adding –ing). ELA-3-E5)</b>
<p><b>Unit 1:</b> 14N, 23E, 23F, 23G, 23H, 23I, 23J, 26N, 43E, 43F, 43G, 43H, 43I, 43J, 46N, 61E, 61F, 61G, 61H, 61I, 61J, 62N, 81E, 81F, 81G, 81H, 81I, 81J, 84N, 105E, 105F, 105G, 105H, 105I, 105J</p> <p><b>Unit 2:</b> 108N, 119E, 119F, 119G, 119H, 119I, 119J, 120N, 137E, 137F, 137G, 137H, 137I, 137J, 138N, 155E, 155F, 155G, 155H, 155I, 155J, 156N, 177E, 177F, 177G, 177H, 177I, 177J, 180N, 197E, 197F, 197G, 197H, 197I, 197J, 200N, 221E, 221F, 221G, 221H, 221I, 221J, 222N, 235E, 235F, 235G, 235H, 235I, 235J</p> <p><b>Unit 3:</b> 238N, 251E, 251F, 251G, 251H, 251I, 251J, 252N, 265E, 265F, 265G, 265H, 265I, 265J, 268N, 293E, 293F, 293G, 293H, 293I, 293J, 296N, 313E, 313F, 313G, 313H, 313I, 313J, 314N, 333E, 333F, 333G, 333H, 333I, 333J, 334N, 359E, 359F, 359G, 359H, 359I, 359J</p> <p><b>Unit 4:</b> 29E, 29F, 29G, 29H, 29I, 29J, 39E, 39F, 39G, 39H, 39I, 39J, 61E, 61F, 61G, 61H, 61I, 61J, 79E, 79F, 79G, 79H, 79I, 79J, 91E, 91F, 91G, 91H, 91I, 91J, 119E, 119F, 119G, 119H, 119I, 119J</p> <p><b>Unit 5:</b> 145E, 145F, 145G, 145H, 145I, 145J, 157E, 157F, 157G, 157H, 157I, 157J, 175E, 175F, 175G, 175H, 175I, 175J, 195E, 195F, 195G, 195H, 195I, 195J, 211E, 211F, 211G, 211H, 211I, 211J, 245E, 245F, 245G, 245H, 245I, 245J</p> <p><b>Unit 6:</b> 267E, 267F, 267G, 267H, 267I, 267J, 283E, 283F, 283G, 283H, 283I, 283J, 297E, 297F, 297G, 297H, 297I, 297J, 313E, 313F, 313G, 313H, 313I, 313J, 333E, 333F, 333G, 333H, 333I, 333J, 361E, 361F, 361G, 361H, 361I, 361J, 375E, 375F, 375G, 375H, 375I, 375J</p>

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>36. Alphabetize to the second letter and some third letters. (ELA-3-E5)</b>
<p><b>Unit 1:</b> 23D</p> <p><b>Unit 2:</b> 235D</p> <p><b>Unit 3:</b> 357F</p> <p><b>Unit 5:</b> 195D</p>

## Unit 6

### Reading Essentials

#### Unit 6

**1. Identify unique letter-sound patterns, including long and short vowels (e.g., ea for short e, as in bread, and ough for long o, as in though) and consonants (tch for /ch/, as in watch, and gh for /f/ as in cough). (ELA-1-E1)**

**Unit 1:** T55, 14K, 14M, 14P, 14, 15, 16, 17, 18, 19, 20, 21, 26K, 26M, 26P, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 46K, 46M, 46Q, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62K, 62M, 62P, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 84K, 84M, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 103

**Unit 2:** 108K, 108M, 108P, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 120K, 120M, 120P, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 138K, 138M, 138P, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 156K, 156M, 156P, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 180K, 180M, 180P, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 200K, 200M, 200P, 222K, 222M, 222P, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233

**Unit 3:** 238K, 238L, 238M, 238N, 238P, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 252K, 252L, 252M, 252N, 252P, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 268K, 268L, 268M, 268P, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 296L, 296N, 296P, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 311C, 314K, 314L, 314M, 314N, 314P, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334L, 334M, 334N, 334P, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357

**Unit 4:** 14K, 14L, 14N, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 30K, 30L, 30N, 30, 31, 32, 33, 34, 35, 36, 37, 42K, 42L, 42N, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 64K, 64L, 64N, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82K, 82L, 82N, 82, 83, 84, 85, 86, 87, 88, 89, 92K, 92L, 92N, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117

**Unit 5:** 122K, 122N, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 148K, 148N, 148, 149, 150, 151, 152, 153, 154, 155, 160K, 160N, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 178K, 178N, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 196K, 196N, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 212K, 212N, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243

**Unit 6:** 248K, 248N, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 268K, 268N, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 284K, 284N, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 298K, 298N, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 316K, 316N, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 336K, 336N, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 362L, 362N, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>2c. Demonstrate understanding of phonics by doing the following: Differentiating short- and long-vowel sounds in printed words when those sounds are made with a broad variety of letter combinations and a variety of word families (e.g., ou, ow, ough, igh). (ELA-1-E1)</b>
<p><b>Unit 1:</b> 14L, 14N, 14P, 14Q, 14, 15, 16, 17, 18, 19, 20, 21, 26L, 26N, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 141, 46L, 46N, 47, 48, 49, 50, 51, 62N, 62P, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 79, 84L, 84N, 84R, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103</p> <p><b>Unit 2:</b> 108L, 108N, 108P, 108Q, 108, 109, 110, 111, 112, 113, 114, 115, 116, 120L, 120N, 120Q, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 138L, 138N, 138Q, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 156L, 156N, 156Q, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 180L, 180N, 180P, 180Q, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 200L, 200N, 200P, 200Q, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 222L, 222N, 222P, 222Q, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233</p> <p><b>Unit 3:</b> 238M, 238P, 238Q, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 252L, 252N, 252P, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 268L, 268P, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 296L, 296N, 296P, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 311C, 314L, 314N, 314P, 314Q, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334L, 334N, 334P, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357</p> <p><b>Unit 4:</b> 14L, 14O, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 30L, 30O, 30, 31, 32, 33, 34, 35, 36, 37, 42L, 42N, 42O, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 64L, 64N, 64O, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82L, 82N, 82O, 82, 83, 84, 85, 86, 87, 88, 89, 92L, 92N, 92O, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117</p> <p><b>Unit 5:</b> 122L, 122N, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 148L, 148N, 148, 149, 150, 151, 152, 153, 154, 155, 160L, 160N, 160O, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 178L, 178N, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 196L, 196N, 196O, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 212L, 212N, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243</p> <p><b>Unit 6:</b> 248K, 248N, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 268K, 268N, 268O, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 284K, 284N, 284O, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 298K, 298N, 298O, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 316K, 316N, 316O, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 336K, 336N, 336O, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 362L, 362N, 362O, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373</p>

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>2d. Demonstrate understanding of phonics by doing the following: Reading regularly spelled words with as many as four syllables. (ELA-1-E1)</b>
<p><b>Unit 1:</b> 14K, 14M, 14P, 14Q, 26K, 26M, 26P, 46K, 46M, 46Q, 62K, 62M, 62P, 84K, 84M, 84R</p> <p><b>Unit 2:</b> 108K, 108M, 108P, 108Q, 120K, 120M, 120P, 120Q, 138K, 138M, 138P, 138Q, 156K, 156M, 156P, 156Q, 180K, 180M, 180P, 180Q, 200K, 200M, 200P, 200Q, 222K, 222M, 222P, 222Q</p> <p><b>Unit 3:</b> 238K, 328L, 328M, 238N, 238P, 238Q, 252K, 252L, 252M, 252N, 252P, 252Q, 268K, 268L, 268M, 268P, 296L, 296N, 296P, 296Q, 311C, 314K, 314L, 314M, 314N, 314P, 314Q, 334K, 334L, 334M, 334N, 334P</p> <p><b>Unit 4:</b> 14K, 14L, 14O, 30K, 30L, 30O, 42K, 42L, 42O, 64K, 64L, 64O, 82K, 82L, 82O, 92K, 92L, 92O</p> <p><b>Unit 5:</b> 122K, 122N, 148K, 148N, 160K, 160N, 160O, 178K, 178N, 196K, 196N, 196O, 212K, 212N</p> <p><b>Unit 6:</b> 248K, 248N, 268K, 268N, 268O, 284K, 284N, 298K, 298N, 298O, 316K, 316N, 316O, 336K, 336N, 336O, 362L, 362N, 362O</p>

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>2f. Demonstrate understanding of phonics by doing the following: ng common affixes (prefixes and suffixes) to understand word meanings. (ELA-1-E1)</b>
<p><b>Unit 1:</b> 26P, 46K, 47, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62K, 62P, 62, 63, 65, 69, 70, 71, 72, 76, 77</p> <p><b>Unit 2:</b> 108K, 108P, 109, 110, 111, 112, 114, 115, 116, 120K, 120P, 121, 123, 127, 135, 138K, 138P, 138, 140, 143, 144, 146, 148, 149, 150, 152, 156K, 156P, 156, 160, 164, 165, 168, 173, 200P</p> <p><b>Unit 3:</b> 238K, 241, 244, 246, 254, 265G, 265H, 265I, 265J, 268M, 313G, 313H, 313I, 333G, 333H, 334M, 339, 359G, 359I</p> <p><b>Unit 4:</b> 14K, 14L, 14, 15, 17, 21, 23, 26, 27B, 42N, 46, 48, 54, 64K, 64N, 64, 66, 68, 73, 77, 82K, 82, 84, 86, 87, 89, 92N</p> <p><b>Unit 5:</b> 122K, 148K, 178K, 195G, 195H, 195I, 196K, 211G, 211H, 211I</p> <p><b>Unit 6:</b> 248K, 248, 250, 252, 268K, 268, 270, 271, 273, 283G, 283H, 283I, 316K, 316, 319, 320, 326, 375I</p>

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>4. Use knowledge of base words to interpret meaning of unfamiliar words (e.g., heat/preheat). (ELA-1-E1)</b>
<p><b>Unit 2:</b> 108, 109, 110, 111, 112, 113, 114, 115, 116, 108K, 108L, 119G, 119H, 119I, 119J, 120K, 120L, 132, 135, 138, 140, 143, 144, 146, 148, 149, 150, 152, 156, 156K, 156L, 164, 165, 168, 173</p> <p><b>Unit 3:</b> 251G, 251H, 251I</p> <p><b>Unit 4:</b> 14K, 14L, 14, 15, 17, 21, 23, 26, 64, 64K, 64L, 66, 68, 69, 70, 73, 77, 82K, 82L, 84, 86, 87, 88, 89</p> <p><b>Unit 5:</b> 175G, 175H, 175I, 175J, 178K</p> <p><b>Unit 6:</b> 267E, 267F, 267G, 267H, 267I, 267J, 283E, 283F, 283G, 283H, 283I, 283J</p>

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>5. Determine word meaning and appropriate word choices using reference aids, including dictionaries and thesauruses. (ELA-1-E1)</b>
<b>Unit 1:</b> 14P, 17, 26P, 28, 46P, 62P, 81G, 81H, 81I, 84P, 86, 105G, 105H
<b>Unit 2:</b> 108P, 120P, 138P, 156P, 180P, 197G, 200P, 222P
<b>Unit 3:</b> 238P, 251H, 252P, 268P, 296P, 311C, 314P, 321, 334P
<b>Unit 4:</b> 14N, 20, 30N, 30O, 42N, 64N, 82N, 92N
<b>Unit 5:</b> 122N, 148N, 160N, 178N, 196N, 212N
<b>Unit 6:</b> 248N, 268N, 284N, 297H, 298N, 316N, 336N, 362N, 362

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>6. Identify the glossary and index in a book. (ELA-1-E2)</b>
<b>Unit 1:</b> 43D
<b>Unit 2:</b> 117F, 235D
<b>Unit 3:</b> 333D, 357E
<b>Unit 4:</b> 61D
<b>Unit 5:</b> 195D
<b>Unit 6:</b> 295F

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>12. Demonstrate oral reading fluency of at least 90 words per minute in second-grade text with appropriate intonation. (ELA-1-E7)</b>
<p><b>Unit 1:</b> 14, 15, 16, 17, 18, 19, 20, 21, 21C, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 59C, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103</p> <p><b>Unit 2:</b> 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 117A, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 153C, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 175C, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 219C, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 233C</p> <p><b>Unit 3:</b> 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 249A, 249C, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 263A, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 291A, 291C, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 311A, 311C, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 331A, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 357A</p> <p><b>Unit 4:</b> 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 27C, 29H, 30, 31, 32, 33, 34, 35, 36, 37, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 61G, 61H, 61I, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82, 83, 84, 85, 86, 87, 88, 89, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 117C</p> <p><b>Unit 5:</b> 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 143A, 148, 149, 150, 151, 152, 153, 154, 155, 155C, 156, 157, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 173A, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 193A, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 209A, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 243A</p> <p><b>Unit 6:</b> 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 265A, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 295A, 295C, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 311A, 311C, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 331A, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 359A, 359C, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 373A, 375I</p>

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>13. Read texts and simple chapter books silently at independent reading level. (ELA-1-E7)</b>
<p><b>Unit 1:</b> 13I, 14G, 26G, 46G, 62G, 84G</p> <p><b>Unit 2:</b> 108G, 120G, 138G, 156G, 180G, 222G</p> <p><b>Unit 3:</b> 238G, 252G, 268G, 296G, 314G, 334G</p> <p><b>Unit 4:</b> 14G, 30G, 42G, 64G, 82G, 92G</p> <p><b>Unit 5:</b> 122G, 148G, 160G, 178G, 196G, 212G</p> <p><b>Unit 6:</b> 248G, 268G, 284G, 298G, 316G, 336G, 362G</p>



<b>Reading Essentials</b>
<b>Unit 6</b>
<b>28a. Use standard English punctuation, including: Commas in the greeting and closure of a letter, between a city and a state, and in dates. (ELA-3-E2)</b>
<b>Unit 2:</b> 108N, 120N, 137F, 137G, 137H, 138N, 156N, 171F, 171G, 171H, 180N, 197F, 197G, 197H, 200N, 221F, 221G, 221H, 222N, 235F, 235G, 235H
<b>Unit 3:</b> 251F, 251G, 251H
<b>Unit 4:</b> 30K, 39F, 39G, 39H
<b>Unit 5:</b> 175F, 175G, 175H, 195F, 195G, 195H, 221F, 221G, 221H, 245F, 245G, 245H
<b>Unit 6:</b> 283F, 283G, 283H, 333F, 333G, 333H, 361F, 361G, 361H

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>28b. Use standard English punctuation, including: Apostrophes in contractions. (ELA-3-E2)</b>
<b>Unit 2:</b> 108N, 120N, 137F, 137G, 137H, 138N, 156N, 171F, 171G, 171H, 180N, 197F, 197G, 197H, 200N, 221F, 221G, 221H, 222N, 235F, 235G, 235H
<b>Unit 3:</b> 251F, 251G, 251H
<b>Unit 4:</b> 30K, 39F, 39G, 39H
<b>Unit 5:</b> 175F, 175G, 175H, 195F, 195G, 195H, 221F, 221G, 221H, 245F, 245G, 245H
<b>Unit 6:</b> 283F, 283G, 283H, 333F, 333G, 333H, 361F, 361G, 361H

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>28c. Use standard English punctuation, including: Periods in abbreviations. (ELA-3-E2)</b>
<b>Unit 2:</b> 108N, 120N, 137F, 137G, 137H, 138N, 156N, 171F, 171G, 171H, 180N, 197F, 197G, 197H, 200N, 221F, 221G, 221H, 222N, 235F, 235G, 235H
<b>Unit 3:</b> 251F, 251G, 251H
<b>Unit 4:</b> 30K, 39F, 39G, 39H
<b>Unit 5:</b> 175F, 175G, 175H, 195F, 195G, 195H, 221F, 221G, 221H, 245F, 245G, 245H
<b>Unit 6:</b> 283F, 283G, 283H, 333F, 333G, 333H, 361F, 361G, 361H

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>29. Capitalize grade-appropriate proper nouns, initials of a person's name, and the salutation and closing of a friendly letter. (ELA-3-E2)</b>
<b>Unit 1:</b> 14N, 23F, 23G, 23H, 26N, 46N, 62N, 84N, 105G, 105H
<b>Unit 2:</b> 180B, 119F, 119G, 119H, 120N, 137F, 137G, 137H, 137I, 137J, 138N, 155E, 155F, 155G, 155H, 155I, 155J, 156N, 180N, 200N, 221H, 221J, 222N, 235F, 235G, 235H, 235I, 235J
<b>Unit 3:</b> 238N, 251J, 252N, 265J, 268N, 293J, 296N, 313J, 314N, 333H, 333J, 334N, 359F, 359J
<b>Unit 4:</b> 79J, 91J, 119J
<b>Unit 5:</b> 145F, 145G, 145H, 145J, 157J, 175J, 195E, 195F, 195G, 195H, 195J, 211J, 245F, 245G, 245H, 245J
<b>Unit 6:</b> 267F, 267G, 267J, 283F, 283G, 283H, 283J, 284K, 284L, 297F, 313J, 333J, 361F, 361G, 361H, 361J, 375F, 375G, 275H

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>30a. Write using standard English structure and usage, including: Subject-verb agreement in simple and compound sentences. (ELA-3-E3)</b>
<b>Unit 3:</b> 265E, 265F, 265G, 265H, 359F, 359H
<b>Unit 4:</b> 61E, 61F, 61G, 61H, 119F, 119H
<b>Unit 6:</b> 297F, 297H, 333F, 375F

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>30b. Write using standard English structure and usage, including: Past and present verb tenses. (ELA-3-E3)</b>
<b>Unit 1:</b> 61F, 61G, 61H, 105G
<b>Unit 4:</b> 61E, 61F, 61G, 61H, 119F, 119H
<b>Unit 5:</b> 157E, 157F, 157G, 157H, 157I, 157J, 175E, 175F, 175G, 175H, 175I, 175J, 245E, 245F, 245G, 245H, 245I, 245J
<b>Unit 6:</b> 267F, 267G, 333H, 375F

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>30c. Write using standard English structure and usage, including: Noun and pronoun antecedent agreement. (ELA-3-E3)</b>
<b>Unit 1:</b> 43E, 43F, 43G, 43H, 81E, 81F, 81G, 81H, 105G, 105H
<b>Unit 6:</b> 267F, 267G, 375G

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>30d. Write using standard English structure and usage, including: Transitional words and conjunctions in sentences. (ELA-3-E3)</b>
<b>Unit 2:</b> 177G, 219C
<b>Unit 3:</b> 265F, 265G, 265H, 265I, 265J, 293N
<b>Unit 5:</b> 122, 123, 122K, 138, 145G, 157E, 157F, 157G, 157H, 157I, 226, 245F
<b>Unit 6:</b> 361E, 361F, 361H, 361I

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>30f. Write using standard English structure and usage, including: Possessive nouns. (ELA-3-E3)</b>
<b>Unit 5:</b> 211E, 211F, 211G, 211H, 211I, 211J, 245F

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>32a. Use knowledge of parts of speech, including: Identifying and using nouns, including proper, common, concrete, abstract, and collective. (ELA-3-E4)</b>
<b>Unit 1:</b> 23E, 23F, 23G, 23H, 105F, 105G
<b>Unit 4:</b> 79E, 79F, 79G, 79H, 119F, 119G
<b>Unit 5:</b> 195E, 195F, 195G, 195H, 195I, 195J, 245E, 245F, 245G, 245H, 245I, 245J
<b>Unit 6:</b> 267F, 267G, 313F, 313H, 375F, 375G

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>32b. Use knowledge of parts of speech, including: Using correct antecedents of pronouns. (ELA-3-E4)</b>
<b>Unit 1:</b> 43E, 43F, 43G, 43H, 81E, 81F, 81G, 81H, 105G, 105H
<b>Unit 6:</b> 267F, 267G, 375G

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>32c. Use knowledge of parts of speech, including: Identifying and using the standard forms of possessives (e.g., mom's coat, dad's hat, girls' shoes). (ELA-3-E4)</b>
<b>Unit 5:</b> 211E, 211F, 211G, 211H, 211I, 211J, 245F

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>32d. Use knowledge of parts of speech, including: Selecting and using verbs in past and present tense in writing. (ELA-3-E4)</b>
<b>Unit 1:</b> 61F, 61G, 61H, 105G
<b>Unit 4:</b> 61E, 61F, 61G, 61H, 119F, 119H
<b>Unit 5:</b> 157E, 157F, 157G, 157H, 157I, 157J, 175E, 175F, 175G, 175H, 175I, 175J, 245E, 245F, 245G, 245H, 245I, 245J
<b>Unit 6:</b> 267F, 267G, 333H, 375F

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>32e. Use knowledge of parts of speech, including: Selecting and using standard forms of person pronouns. (ELA-3-E4)</b>
<b>Unit 1:</b> 43E, 43F, 43G, 43H, 81E, 81F, 81G, 81H, 105G, 105H
<b>Unit 6:</b> 267F, 267G, 375G

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>32f. Use knowledge of parts of speech, including: Using a variety of conjunctions (e.g., or, nor, yet, so). (ELA-3-E4)</b>
<b>Unit 2:</b> 177G, 219C
<b>Unit 3:</b> 265F, 265G, 265H, 265I, 265J, 293N
<b>Unit 5:</b> 122, 123, 122K, 138, 145G, 157E, 157F, 157G, 157H, 157I, 226, 245F
<b>Unit 6:</b> 361E, 361F, 361H, 361I

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>32g. Use knowledge of parts of speech, including: Selecting and using adverbs that modify according to time. (ELA-3-E4)</b>
<b>Unit 4:</b> 91E, 91F, 91G, 91H
<b>Unit 6:</b> 313E, 313F, 313G, 313H

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>33a. Spell grade-appropriate words, including: Words with short vowels, long vowels, r-controlled vowels, and consonant-blends. (ELA-3-E5)</b>
<b>Unit 1:</b> 14N, 23E, 23F, 23G, 23H, 23I, 23J, 26N, 43E, 43F, 43G, 43H, 43I, 43J, 46N, 61E, 61F, 61G, 61H, 61I, 61J, 62N, 81E, 81F, 81G, 81H, 81I, 81J, 84N, 105E, 105F, 105G, 105H, 105I, 105J
<b>Unit 2:</b> 108N, 119E, 119F, 119G, 119H, 119I, 119J, 120N, 137E, 137F, 137G, 137H, 137I, 137J, 138N, 155E, 155F, 155G, 155H, 155I, 155J, 156N, 177E, 177F, 177G, 177H, 177I, 177J, 180N, 197E, 197F, 197G, 197H, 197I, 197J, 200N, 221E, 221F, 221G, 221H, 221I, 221J, 222N, 235E, 235F, 235G, 235H, 235I, 235J
<b>Unit 3:</b> 238N, 251E, 251F, 251G, 251H, 251I, 251J, 252N, 265E, 265F, 265G, 265H, 265I, 265J, 268N, 293E, 293F, 293G, 293H, 293I, 293J, 296N, 313E, 313F, 313G, 313H, 313I, 313J, 314N, 333E, 333F, 333G, 333H, 333I, 333J, 334N, 359E, 359F, 359G, 359H, 359I, 359J
<b>Unit 4:</b> 29E, 29F, 29G, 29H, 29I, 29J, 39E, 39F, 39G, 39H, 39I, 39J, 61E, 61F, 61G, 61H, 61I, 61J, 79E, 79F, 79G, 79H, 79I, 79J, 91E, 91F, 91G, 91H, 91I, 91J, 119E, 119F, 119G, 119H, 119I, 119J
<b>Unit 5:</b> 145E, 145F, 145G, 145H, 145I, 145J, 157E, 157F, 157G, 157H, 157I, 157J, 175E, 175F, 175G, 175H, 175I, 175J, 195E, 195F, 195G, 195H, 195I, 195J, 211E, 211F, 211G, 211H, 211I, 211J, 245E, 245F, 245G, 245H, 245I, 245J
<b>Unit 6:</b> 267E, 267F, 267G, 267H, 267I, 267J, 283E, 283F, 283G, 283H, 283I, 283J, 297E, 297F, 297G, 297H, 297I, 297J, 313E, 313F, 313G, 313H, 313I, 313J, 333E, 333F, 333G, 333H, 333I, 333J, 361E, 361F, 361G, 361H, 361I, 361J, 375E, 375F, 375G, 375H, 375I, 375J

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>33b. Spell grade-appropriate words, including: Word with short- and long-vowel sounds when those sounds are made with a broad variety of letter combinations (e.g., ou, ow, ough, igh). (ELA-3-E5)</b>
<p><b>Unit 1:</b> 14N, 23E, 23F, 23G, 23H, 23I, 23J, 26N, 43E, 43F, 43G, 43H, 43I, 43J, 46N, 61E, 61F, 61G, 61H, 61I, 61J, 62N, 81E, 81F, 81G, 81H, 81I, 81J, 84N, 105E, 105F, 105G, 105H, 105I, 105J</p> <p><b>Unit 2:</b> 108N, 119E, 119F, 119G, 119H, 119I, 119J, 120N, 137E, 137F, 137G, 137H, 137I, 137J, 138N, 155E, 155F, 155G, 155H, 155I, 155J, 156N, 177E, 177F, 177G, 177H, 177I, 177J, 180N, 197E, 197F, 197G, 197H, 197I, 197J, 200N, 221E, 221F, 221G, 221H, 221I, 221J, 222N, 235E, 235F, 235G, 235H, 235I, 235J</p> <p><b>Unit 3:</b> 238N, 251E, 251F, 251G, 251H, 251I, 251J, 252N, 265E, 265F, 265G, 265H, 265I, 265J, 268N, 293E, 293F, 293G, 293H, 293I, 293J, 296N, 313E, 313F, 313G, 313H, 313I, 313J, 314N, 333E, 333F, 333G, 333H, 333I, 333J, 334N, 359E, 359F, 359G, 359H, 359I, 359J</p> <p><b>Unit 4:</b> 29E, 29F, 29G, 29H, 29I, 29J, 39E, 39F, 39G, 39H, 39I, 39J, 61E, 61F, 61G, 61H, 61I, 61J, 79E, 79F, 79G, 79H, 79I, 79J, 91E, 91F, 91G, 91H, 91I, 91J, 119E, 119F, 119G, 119H, 119I, 119J</p> <p><b>Unit 5:</b> 145E, 145F, 145G, 145H, 145I, 145J, 157E, 157F, 157G, 157H, 157I, 157J, 175E, 175F, 175G, 175H, 175I, 175J, 195E, 195F, 195G, 195H, 195I, 195J, 211E, 211F, 211G, 211H, 211I, 211J, 245E, 245F, 245G, 245H, 245I, 245J</p> <p><b>Unit 6:</b> 267E, 267F, 267G, 267H, 267I, 267J, 283E, 283F, 283G, 283H, 283I, 283J, 297E, 297F, 297G, 297H, 297I, 297J, 313E, 313F, 313G, 313H, 313I, 313J, 333E, 333F, 333G, 333H, 333I, 333J, 361E, 361F, 361G, 361H, 361I, 361J, 375E, 375F, 375G, 375H, 375I, 375J</p>

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>33c. Spell grade-appropriate words, including: Frequently use irregularly spelled words. (ELA-3-E5)</b>
<p><b>Unit 1:</b> 14N, 23E, 23F, 23G, 23H, 23I, 23J, 26N, 43E, 43F, 43G, 43H, 43I, 43J, 46N, 61E, 61F, 61G, 61H, 61I, 61J, 62N, 81E, 81F, 81G, 81H, 81I, 81J, 84N, 105E, 105F, 105G, 105H, 105I, 105J</p> <p><b>Unit 2:</b> 108N, 119E, 119F, 119G, 119H, 119I, 119J, 120N, 137E, 137F, 137G, 137H, 137I, 137J, 138N, 155E, 155F, 155G, 155H, 155I, 155J, 156N, 177E, 177F, 177G, 177H, 177I, 177J, 180N, 197E, 197F, 197G, 197H, 197I, 197J, 200N, 221E, 221F, 221G, 221H, 221I, 221J, 222N, 235E, 235F, 235G, 235H, 235I, 235J</p> <p><b>Unit 3:</b> 238N, 251E, 251F, 251G, 251H, 251I, 251J, 252N, 265E, 265F, 265G, 265H, 265I, 265J, 268N, 293E, 293F, 293G, 293H, 293I, 293J, 296N, 313E, 313F, 313G, 313H, 313I, 313J, 314N, 333E, 333F, 333G, 333H, 333I, 333J, 334N, 359E, 359F, 359G, 359H, 359I, 359J</p> <p><b>Unit 4:</b> 29E, 29F, 29G, 29H, 29I, 29J, 39E, 39F, 39G, 39H, 39I, 39J, 61E, 61F, 61G, 61H, 61I, 61J, 79E, 79F, 79G, 79H, 79I, 79J, 91E, 91F, 91G, 91H, 91I, 91J, 119E, 119F, 119G, 119H, 119I, 119J</p> <p><b>Unit 5:</b> 145E, 145F, 145G, 145H, 145I, 145J, 157E, 157F, 157G, 157H, 157I, 157J, 175E, 175F, 175G, 175H, 175I, 175J, 195E, 195F, 195G, 195H, 195I, 195J, 211E, 211F, 211G, 211H, 211I, 211J, 245E, 245F, 245G, 245H, 245I, 245J</p> <p><b>Unit 6:</b> 267E, 267F, 267G, 267H, 267I, 267J, 283E, 283F, 283G, 283H, 283I, 283J, 297E, 297F, 297G, 297H, 297I, 297J, 313E, 313F, 313G, 313H, 313I, 313J, 333E, 333F, 333G, 333H, 333I, 333J, 361E, 361F, 361G, 361H, 361I, 361J, 375E, 375F, 375G, 375H, 375I, 375J</p>

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>34. Use spelling patterns and rules correctly (e.g., dropping silent –e before adding –ing). ELA-3-E5)</b>
<p><b>Unit 1:</b> 14N, 23E, 23F, 23G, 23H, 23I, 23J, 26N, 43E, 43F, 43G, 43H, 43I, 43J, 46N, 61E, 61F, 61G, 61H, 61I, 61J, 62N, 81E, 81F, 81G, 81H, 81I, 81J, 84N, 105E, 105F, 105G, 105H, 105I, 105J</p> <p><b>Unit 2:</b> 108N, 119E, 119F, 119G, 119H, 119I, 119J, 120N, 137E, 137F, 137G, 137H, 137I, 137J, 138N, 155E, 155F, 155G, 155H, 155I, 155J, 156N, 177E, 177F, 177G, 177H, 177I, 177J, 180N, 197E, 197F, 197G, 197H, 197I, 197J, 200N, 221E, 221F, 221G, 221H, 221I, 221J, 222N, 235E, 235F, 235G, 235H, 235I, 235J</p> <p><b>Unit 3:</b> 238N, 251E, 251F, 251G, 251H, 251I, 251J, 252N, 265E, 265F, 265G, 265H, 265I, 265J, 268N, 293E, 293F, 293G, 293H, 293I, 293J, 296N, 313E, 313F, 313G, 313H, 313I, 313J, 314N, 333E, 333F, 333G, 333H, 333I, 333J, 334N, 359E, 359F, 359G, 359H, 359I, 359J</p> <p><b>Unit 4:</b> 29E, 29F, 29G, 29H, 29I, 29J, 39E, 39F, 39G, 39H, 39I, 39J, 61E, 61F, 61G, 61H, 61I, 61J, 79E, 79F, 79G, 79H, 79I, 79J, 91E, 91F, 91G, 91H, 91I, 91J, 119E, 119F, 119G, 119H, 119I, 119J</p> <p><b>Unit 5:</b> 145E, 145F, 145G, 145H, 145I, 145J, 157E, 157F, 157G, 157H, 157I, 157J, 175E, 175F, 175G, 175H, 175I, 175J, 195E, 195F, 195G, 195H, 195I, 195J, 211E, 211F, 211G, 211H, 211I, 211J, 245E, 245F, 245G, 245H, 245I, 245J</p> <p><b>Unit 6:</b> 267E, 267F, 267G, 267H, 267I, 267J, 283E, 283F, 283G, 283H, 283I, 283J, 297E, 297F, 297G, 297H, 297I, 297J, 313E, 313F, 313G, 313H, 313I, 313J, 333E, 333F, 333G, 333H, 333I, 333J, 361E, 361F, 361G, 361H, 361I, 361J, 375E, 375F, 375G, 375H, 375I, 375J</p>

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>35. Use multiple spelling strategies (e.g., word wall, word lists, thinking about the base word, affixes). (ELA-3-E5)</b>
<p><b>Unit 1:</b> 14N, 23E, 23F, 23G, 23H, 23I, 23J, 26N, 43E, 43F, 43G, 43H, 43I, 43J, 46N, 61E, 61F, 61G, 61H, 61I, 61J, 62N, 81E, 81F, 81G, 81H, 81I, 81J, 84N, 105E, 105F, 105G, 105H, 105I, 105J</p> <p><b>Unit 2:</b> 108N, 119E, 119F, 119G, 119H, 119I, 119J, 120N, 137E, 137F, 137G, 137H, 137I, 137J, 138N, 155E, 155F, 155G, 155H, 155I, 155J, 156N, 177E, 177F, 177G, 177H, 177I, 177J, 180N, 197E, 197F, 197G, 197H, 197I, 197J, 200N, 221E, 221F, 221G, 221H, 221I, 221J, 222N, 235E, 235F, 235G, 235H, 235I, 235J</p> <p><b>Unit 3:</b> 238N, 251E, 251F, 251G, 251H, 251I, 251J, 252N, 265E, 265F, 265G, 265H, 265I, 265J, 268N, 293E, 293F, 293G, 293H, 293I, 293J, 296N, 313E, 313F, 313G, 313H, 313I, 313J, 314N, 333E, 333F, 333G, 333H, 333I, 333J, 334N, 359E, 359F, 359G, 359H, 359I, 359J</p> <p><b>Unit 4:</b> 29E, 29F, 29G, 29H, 29I, 29J, 39E, 39F, 39G, 39H, 39I, 39J, 61E, 61F, 61G, 61H, 61I, 61J, 79E, 79F, 79G, 79H, 79I, 79J, 91E, 91F, 91G, 91H, 91I, 91J, 119E, 119F, 119G, 119H, 119I, 119J</p> <p><b>Unit 5:</b> 145E, 145F, 145G, 145H, 145I, 145J, 157E, 157F, 157G, 157H, 157I, 157J, 175E, 175F, 175G, 175H, 175I, 175J, 195E, 195F, 195G, 195H, 195I, 195J, 211E, 211F, 211G, 211H, 211I, 211J, 245E, 245F, 245G, 245H, 245I, 245J</p> <p><b>Unit 6:</b> 267E, 267F, 267G, 267H, 267I, 267J, 283E, 283F, 283G, 283H, 283I, 283J, 297E, 297F, 297G, 297H, 297I, 297J, 313E, 313F, 313G, 313H, 313I, 313J, 333E, 333F, 333G, 333H, 333I, 333J, 361E, 361F, 361G, 361H, 361I, 361J, 375E, 375F, 375G, 375H, 375I, 375J</p>

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>36. Alphabetize to the second letter and some third letters. (ELA-3-E5)</b>
<b>Unit 1:</b> 23D  <b>Unit 2:</b> 235D  <b>Unit 3:</b> 357F  <b>Unit 5:</b> 195D

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>37. Use a dictionary and a glossary to locate correct spellings. (ELA-3-E5)</b>
<b>Unit 1:</b> 14P, 17, 26P, 28, 46P, 62P, 81G, 81H, 81I, 84P, 86, 105G, 105H  <b>Unit 2:</b> 108P, 120P, 138P, 156P, 180P, 197G, 200P, 222P  <b>Unit 3:</b> 238P, 251H, 252P, 268P, 296P, 311C, 314P, 321, 334P  <b>Unit 4:</b> 14N, 20, 30N, 30O, 42N, 64N, 82N, 92N  <b>Unit 5:</b> 122N, 148N, 160N, 178N, 196N, 212N  <b>Unit 6:</b> 248N, 268N, 284N, 297H, 298N, 316N, 336N, 362N, 362

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**correlation to**  
**Louisiana Comprehensive Curriculum English Language Arts**  
**Grade 3**

**Unit 1: Let's Read**

<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>8a. Identify story elements including: Theme. (ELA-1-E4)</b>
<b>Unit 1:</b> 27, 45, 61, 91
<b>Unit 2:</b> 125, 133, 145, 183, 185, 187, 189, 191, 193, 193A, 193C, 193D
<b>Unit 3:</b> 199, 201, 203, 205, 207, 209, 211, 213, 223, 237
<b>Unit 4:</b> 25, 35, 47, 49, 51, 53, 53C, 53D, 91, 103A
<b>Unit 5:</b> 117, 121, 123, 125, 127, 143
<b>Unit 6:</b> 203, 213, 233, 237, 239, 241, 243, 245, 293

<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>8b. Identify story elements including: Conflict. (ELA-1-E4)</b>
<b>Unit 1:</b> 43E, 43, 59E, 79D, 109
<b>Unit 2:</b> 127, 129, 131C, 131
<b>Unit 3:</b> 225, 227, 229, 231, 233, 235, 235C, 235D
<b>Unit 4:</b> 15, 17, 19, 21, 23, 23D, 53, 59, 61, 63, 91A, 95, 97, 99, 101, 103
<b>Unit 5:</b> 153, 177, 181, 183, 185
<b>Unit 6:</b> 217, 219, 221, 223, 225, 227, 229, 231, 231C, 231D, 259, 259E, 285, 287, 289, 291, 293, 293C, 293D

<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>8c. Identify story elements including: Character traits, feelings, and motivations. (ELA-1-E4)</b>
<b>Unit 1:</b> 59E, 79D
<b>Unit 2:</b> 123D
<b>Unit 3:</b> 257A
<b>Unit 4:</b> 33E, 59, 61, 63, 69D, 91E, 103D
<b>Unit 5:</b> 153, 153A, 177, 191
<b>Unit 6:</b> 259A, 293, 293A



<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>10. Demonstrate understanding by summarizing stories and information, including the main events or ideas and selected details from the text in oral and written responses. (ELA-1-E5)</b>
<b>Unit 1:</b> 14R, 20, 28Q, 36, 40, 42, 82Q, 90, 94R, 102, 108
<b>Unit 2:</b> 126R, 148Q, 152, 160, 161C, 166Q, 172, 178, 182Q, 192
<b>Unit 3:</b> 198Q, 206, 216Q, 218, 224Q, 232, 240Q, 246
<b>Unit 4:</b> 14O, 16, 22, 26O, 32, 38, 38O, 48O, 52, 58O, 68, 72O, 80, 90, 94O, 102
<b>Unit 5:</b> 108O, 112, 120, 120O, 124, 125C, 146O, 148, 168O, 176, 177C, 180O, 186, 190
<b>Unit 6:</b> 216O, 224, 230, 236O, 238, 262O, 276, 284O, 290

<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>11. Connect ideas, events, and information identified in grade-appropriate texts to prior knowledge and life experiences in oral and written responses. (ELA-1-E6)</b>
<b>Unit 1:</b> 25C
<b>Unit 2:</b> 174
<b>Unit 3:</b> 210, 260O, 262, 266
<b>Unit 4:</b> 20, 26, 45C, 58M, 60, 78, 84, 88
<b>Unit 5:</b> 122, 130, 136, 158M, 166182
<b>Unit 6:</b> 266, 288

<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>12. Demonstrate oral reading fluency of at least 110 words per minute in third-grade text with appropriate pacing, intonation, and expression. (ELA-1-E7)</b>
<p><b>Unit 1:</b> 14N, 14Q, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28N, 28Q, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48N, 48Q, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 64N, 64Q, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82N, 82Q, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94N, 94Q, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 111P</p> <p><b>Unit 2:</b> 114N, 114Q, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126N, 126Q, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136N, 136Q, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 148N, 148Q, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166N, 166Q, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182N, 182Q, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195P</p> <p><b>Unit 3:</b> 198N, 198Q, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216N, 216Q, 216, 217, 218, 219, 220, 221, 222, 223, 224N, 224Q, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240N, 240Q, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250N, 250Q, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260N, 260Q, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 271F</p> <p><b>Unit 4:</b> 14L, 14O, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26O, 26, 27, 28, 29, 30, 31, 32, 33, 24, 25, 26, 27, 38L, 38O, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48L, 48O, 48, 49, 50, 51, 52, 53, 54, 55, 58L, 58O, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72L, 72O, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94L, 94O, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 105P</p> <p><b>Unit 5:</b> 108O, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120O, 120, 121, 122, 123, 124, 125, 126, 127, 128O, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146O, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 158O, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168O, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180O, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195F</p> <p><b>Unit 6:</b> 198O, 198, 199, 200, 201, 202, 203, 204O, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216O, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 236O, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250O, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262O, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284O, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 295P</p>

<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>13. Read texts, chapter books, and informational materials silently at independent reading level. (ELA-1-E7)</b>
<p><b>Unit 1:</b> 14D, 14E, 14F, 14G, 14H, 25, 28D, 28E, 28F, 28G, 28H, 28L, 43, 48D, 48E, 49F, 49G, 48H, 48L, 59, 64D, 64E, 64F, 64G, 64H, 64L, 82D, 82E, 82F, 82G, 82H, 82L, 91, 94D, 94E, 94F, 94G, 95H, 94L, 109</p> <p><b>Unit 2:</b> 114D, 114E, 114F, 114G, 114H, 114L, 123, 126D, 126E, 126F, 126G, 126H, 126L, 131, 136D, 136E, 136F, 136H, 136H, 136L, 143, 148D, 148E, 148F, 148G, 148H, 148L, 148N, 161, 166D, 166E, 166F, 166G, 166H, 166L, 179, 182D, 182E, 182F, 182G, 182H, 182L, 182M, 182N, 193</p> <p><b>Unit 3:</b> 198D, 198E, 198F, 1978G, 198H, 198L, 211, 216D, 216E, 216F, 216G, 216H, 216L, 221, 224 224D, 234E, 234F, 234G, 234H, 224L, 240D, 240E, 240F, 240G, 240H, 240L, 241, 247E, 250D, 250E, 250F, 250G, 250H, 250L, 257, 260D, 260E, 260F, 260G, 260H, 260L, 267</p> <p><b>Unit 4:</b> 14D, 14E, 14F, 14G, 14H, 14K, 22, 26D, 26E, 26F, 26G, 26H, 26K, 33, 38D, 38E, 38F, 38G, 38H, 38L, 45, 48D, 48E, 48F, 48G, 48H, 48L, 55, 58D, 58E, 58F, 58H, 58H, 58L, 69, 72D, 72E, 72F, 72G, 72H, 72L, 91, 94D, 94E, 94F, 94G, 94H, 94L, 103</p> <p><b>Unit 5:</b> 108D, 108E, 108F, 108G, 108H, 108L, 115, 120K, 120D, 120E, 120F, 120G, 120H, 125, 128D, 128E, 128F, 128G, 128H, 128L, 141, 146D, 146E, 146F, 146H, 146H, 146K, 153, 158D, 158E, 158F, 158G, 158H, 158L, 163, 168D, 168E, 168F, 168G, 168H, 168L, 177, 180D, 180E, 180F, 180G, 180H, 180L, 191</p> <p><b>Unit 6:</b> 198D, 198E, 198F, 198G, 198H, 198L 201, 204D, 204E, 204F, 204G, 204H, 204L, 211 216D, 216E, 216F, 216G, 216H, 216L, 231, 236D, 236E, 236F, 236G, 236H, 236K, 245, 250D, 250E, 250F, 250G, 250H, 259, 262D, 262E, 262F, 262G, 262H, 262K, 281, 284D, 284E, 284F, 284G, 284H, 284L, 293</p>

<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>14. Compare and contrast story elements, including setting, character, and events or two multicultural texts in oral, written, and visual responses. (ELA-6-E1)</b>
<b>Unit 1:</b> 109, 109A
<b>Unit 3:</b> 257A
<b>Unit 4:</b> 53E, 69, 71
<b>Unit 5:</b> 115A, 115E, 177A, 177D
<b>Unit 6:</b> 259E

<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>15. Identify a variety of types of literature, including myth and the legend, in oral and written responses. (ELA-6-E2)</b>
<b>Unit 1:</b> 25A, 43A, 59A, 79A, 91A, 91E, 109A, 109D
<b>Unit 2:</b> 123A, 131A, 131E, 143A, 143E, 165A, 193A
<b>Unit 3:</b> 211A, 217, 221A, 221C, 221D, 235A, 247A, 247E, 267A
<b>Unit 4:</b> 23A, 33A, 45D, 53A, 69A, 91A, 103A
<b>Unit 5:</b> 115A, 115E, 125A, 125D, 141A, 146M, 153A, 155D, 163A, 177A, 177D, 191A
<b>Unit 6:</b> 201A, 211A, 231A, 231E, 245A, 245D, 259A, 281A, 293F, 293E

<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>16. Identify and explain the defining characteristics of various types of literature, including the folktale. (ELA-6-E3)</b>
<b>Unit 1:</b> 25A, 43A, 59A, 79A, 91A, 91E, 109A, 109D
<b>Unit 2:</b> 123A, 131A, 131E, 143A, 143E, 165A, 193A
<b>Unit 3:</b> 211A, 217, 221A, 221C, 221D, 235A, 247A, 247E, 267A
<b>Unit 4:</b> 23A, 33A, 45D, 53A, 69A, 91A, 103A
<b>Unit 5:</b> 115A, 115E, 125A, 125D, 141A, 146M, 153A, 155D, 163A, 177A, 177D, 191A
<b>Unit 6:</b> 201A, 211A, 231A, 231E, 245A, 245D, 259A, 281A, 293F, 293E

<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>17a. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Sequencing events. (ELA-7-E1)</b>
<b>Unit 1:</b> 81D
<b>Unit 5:</b> 115B, 117D, 128L, 146L, 153B, 193O
<b>Unit 6:</b> 204F

<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>17b. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Making predictions using information from texts. (ELA-7-E1)</b>
<b>Unit 2:</b> 120, 140, 142
<b>Unit 3:</b> 216, 218, 230, 256
<b>Unit 4:</b> 23C, 64, 102
<b>Unit 5:</b> 110, 112, 138, 140, 162, 174, 190
<b>Unit 6:</b> 222, 226, 228, 252, 254, 268, 270

<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>17c. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Making simple inferences and drawing conclusions about information in texts. (ELA-7-E1)</b>
<b>Unit 1:</b> 59E, 79D, 109
<b>Unit 2:</b> 127, 129, 131C, 131
<b>Unit 3:</b> 225, 227, 229, 231, 233, 235, 235C, 235D
<b>Unit 4:</b> 15, 17, 19, 21, 23, 53, 59, 61, 63, 91A, 95, 97, 99, 101, 103
<b>Unit 5:</b> 153, 177
<b>Unit 6:</b> 217, 219, 221, 223, 225, 227, 229, 231, 231C, 231D, 259, 285, 287, 289, 291, 293, 293C, 293D

<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>17d. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Comparing and contrasting, including story elements (e.g., theme, character, and conflicts) and main points or ideas in information texts. (ELA-7-E1)</b>
<b>Unit 1:</b> 109, 109A
<b>Unit 3:</b> 257A
<b>Unit 4:</b> 53E, 69, 71
<b>Unit 5:</b> 115A, 115E, 177A, 177D
<b>Unit 6:</b> 259E

<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>17f. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Identifying main ideas of texts. (ELA-7-E1)</b>
<b>Unit 1:</b> 83, 85, 87, 89, 91C, 91D
<b>Unit 2:</b> 161
<b>Unit 4:</b> 31, 39, 41, 43, 45
<b>Unit 5:</b> 153, 155, 169, 171, 173, 175, 177
<b>Unit 6:</b> 245, 263, 265, 267, 281C, 281D

<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>18. Explain chosen solutions to problems in texts. (ELA-7-E2)</b>
<b>Unit 1:</b> 25A, 28P, 43A, 48O, 59A, 65, 79A, 82O, 91, 94O, 95, 97, 99, 101, 103, 105, 107, 109
<b>Unit 2:</b> 114O, 123A, 126O, 131A, 136O, 143A, 148O, 149, 151, 153, 155, 157, 159, 161, 161A, 161C, 163A, 166O, 179, 182O
<b>Unit 3:</b> 298O, 211A, 216O, 221A, 224O, 235A, 240O, 241, 243, 245, 247, 247A, 247C, 250O, 257A, 250O, 267A, 269D
<b>Unit 4:</b> 14M, 23A, 26M, 33A, 38M, 45A, 48M, 53, 58M, 69A, 72M, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 91A, 91B, 94M, 95, 97, 99, 101, 103, 103A, 103B
<b>Unit 5:</b> 108M, 115A, 120M, 125A, 128M, 141A, 146M, 146, 153A, 158M, 159, 161, 163, 168M, 177A, 180M, 181, 183, 185
<b>Unit 6:</b> 198M, 201A, 204M, 211A, 216M, 231A, 236M, 240, 242, 244, 245, 250M, 259, 259A, 262M, 262, 259, 271, 273, 275, 277, 279, 281, 281A, 284M, 293, 293A

<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>19. Identify an author's purpose for writing, including persuading, entertaining, and informing. (ELA-7-E3)</b>
<b>Unit 2:</b> 183, 185, 187, 189, 191, 193, 193C
<b>Unit 3:</b> 199, 201, 203, 205, 207, 209, 211
<b>Unit 4:</b> 49, 51, 53, 53C
<b>Unit 5:</b> 121, 123, 125, 129, 131, 133, 135, 137, 139, 141, 141C, 141D
<b>Unit 6:</b> 237, 239, 241, 243, 245

<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>21c. Apply basic reasoning skills, including: Identifying multiple causes and/or effects in texts and life situations. (ELA-7-E4)</b>
<b>Unit 1:</b> 29, 31, 33, 35, 37, 39, 41, 43, 43C, 65, 67, 69, 71, 73, 75, 77, 79
<b>Unit 2:</b> 149, 151, 153, 155, 157, 159, 161, 167, 169, 171, 173, 175, 177, 179, 179C
<b>Unit 4:</b> 27, 29, 31, 33, 33C, 95, 97, 99, 101, 103
<b>Unit 5:</b> 195A
<b>Unit 6:</b> 261C, 269, 271, 273, 275, 277, 279, 281, 281A

<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>21d. Apply basic reasoning skills, including: Raising questions to obtain clarification and/or direct investigation. (ELA-7-E4)</b>
<b>Unit 1:</b> 25A, 43A, 47, 59A, 74A, 79A, 109A
<b>Unit 2:</b> 123A, 131A, 135, 143A, 161A, 165, 179A, 193A
<b>Unit 3:</b> 211A, 221A, 235A, 247A, 257A, 267A
<b>Unit 4:</b> 23A, 33A, 45A, 53A, 69A, 91A, 103A
<b>Unit 5:</b> 115A, 125A, 141A, 153A, 163A, 177A, 191A
<b>Unit 6:</b> 201A, 211A, 231A, 245A, 259A, 281A, 293A

<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>42a. Use active listening strategies, including: Asking questions and responding to ideas/opinions. (ELA-4-E5)</b>
<b>Unit 1:</b> 27E, 27I, 45E, 45I, 46, 47
<b>Unit 2:</b> 133, 134, 135E, 135I, 146, 147, 164, 165, 181D, 181E, 181I
<b>Unit 3:</b> 214, 215B, 269E, 269I, 270, 271
<b>Unit 4:</b> 23E, 25I, 35A, 35I, 36, 37
<b>Unit 5:</b> 117D, 117E, 117I, 118, 119, 141C, 144, 145, 165I, 166, 167
<b>Unit 6:</b> 201F, 203C, 211F, 213A, 214, 215 231F, 233D, 248, 249, 293E, 295I

<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>42b. Use active listening strategies, including: Giving oral responses, such as explanations or written and/or spoken texts. (ELA-4-E5)</b>
<b>Unit 1:</b> 27E, 27I, 45E, 45I, 46, 47
<b>Unit 2:</b> 133, 134, 135E, 135I, 146, 147, 164, 165, 181D, 181E, 181I
<b>Unit 3:</b> 214, 215B, 269E, 269I, 270, 271
<b>Unit 4:</b> 23E, 25I, 35A, 35I, 36, 37
<b>Unit 5:</b> 117D, 117E, 117I, 118, 119, 141C, 144, 145, 165I, 166, 167
<b>Unit 6:</b> 201F, 203C, 211F, 213A, 214, 215 231F, 233D, 248, 249, 293E, 295I

<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>44. Assume the role of discussion leader, contributor, and active listener. (ELA-4-E7)</b>
<b>Unit 1:</b> 27H, 45A, 45I, 61A, 61C, 81A, 93A, 109A, 109C, 111A, 111I
<b>Unit 2:</b> 118, 125A, 125I, 126, 128, 130, 131F, 133A, 138, 145A, 145H, 148, 150, 160, 161A, 161C, 170, 179A, 181I, 192, 195A, 195H
<b>Unit 3:</b> 200, 204, 206, 208, 211C, 211E, 213A, 223A, 226, 232, 234, 237A, 254, 259I, 264, 269I
<b>Unit 4:</b> 16, 22, 23E, 25C, 30, 42, 44, 47A, 74, 80, 91A, 93A, 103A, 105G
<b>Unit 5:</b> 108, 115F, 117A, 120, 125C, 125F, 127C, 141D, 143A, 145B, 148, 153A, 165I, 179I
<b>Unit 6:</b> 198, 201F, 210, 211F, 215B, 218, 224, 230, 261I

<b>English Language Arts</b>
<b>Unit 1: Let's Read</b>
<b>45a. Locate information using organizational features of a variety of resources, including: Electronic information such as pull-down menus, icons, keyword searches, passwords, and entry menu features. (ELA-5-E1)</b>
<b>Unit 1:</b> 25F, 43F, 45D, 59F, 79F, 81A, 93A, 93C, 109F, 111A, 111C
<b>Unit 2:</b> 123F, 125D, 131F, 133D, 143F, 145C, 161E, 161F, 163H, 163C, 163D, 179F, 181D
<b>Unit 3:</b> 211E, 213D, 221F, 223D, 235F, 237C, 247F, 249C, 259C, 257F, 259C, 267F, 269C
<b>Unit 4:</b> 23E, 23F, 33F, 45D, 53F, 58C, 69F, 71A, 71D, 91F, 93A, 93C, 103F, 105A, 105C
<b>Unit 5:</b> 115F, 125E, 125F, 127A, 127D, 141D, 141F, 153E, 155C, 155D, 163F, 165A, 165C, 177F, 179A, 191F, 193A, 193C
<b>Unit 6:</b> 203A, 203B, 203C, 211F, 213C, 231F, 233A, 245F, 247C, 259F, 261A, 261C, 261D, 281F, 283A, 283D, 295A, 295C, 293F, 295D, 245E, 283A

## Unit 2: Thinking Critically

<b>English Language Arts</b>
<b>Unit 2: Thinking Critically</b>
<b>6b. Determine meanings of unfamiliar words using a variety of strategies, including: Use of context clues. (ELA-1-E1)</b>
<b>Unit 1:</b> 14P, 25B, 27I, 28P, 43B, 48K, 48P, 59B, 64P, 91B
<b>Unit 2:</b> 114K, 114P, 123B, 125G, 126K, 126P, 131B, 136P, 143B, 145H, 148P, 163G, 163H, 163I, 163J, 166P, 181G, 181H, 81I, 195G, 195H, 195I, 195J
<b>Unit 3:</b> 198P, 216P, 240P, 249G, 249H, 249I, 259H
<b>Unit 4:</b> 14K, 14N, 26K, 26N, 38N, 47G, 47H, 47I, 47J, 72K, 93G, 93H, 93I, 93J
<b>Unit 5:</b> 108N, 120K, 120N, 127G, 128N, 146N, 158N
<b>Unit 6:</b> 198N, 203G, 204K, 204N, 213H, 213I, 216K, 216N, 233G, 233H, 233I, 33J, 250N, 259B, 283G, 283H, 283I, 293B, 295G

<b>English Language Arts</b>
<b>Unit 2: Thinking Critically</b>
<b>6c. Determine meanings of unfamiliar words using a variety of strategies, including: Identification of base words and root words. (ELA-1-E1)</b>
<b>Unit 1:</b> 14K, 14L, 14, 16, 17, 48K, 48L, 57, 94K, 94L, 99
<b>Unit 2:</b> 114K, 114L, 118, 121, 126K, 126L, 128, 166K, 166L, 166, 167, 168, 171, 173, 174, 176, 177, 182K, 182L, 183, 184, 187, 189, 191
<b>Unit 3:</b> 216K, 216L, 216, 217, 224K, 224L, 224M, 224N, 224, 226, 227, 230, 232, 240K, 240L, 240M, 240N, 241, 242, 244, 250K, 250L, 251, 252, 253, 254, 255, 256
<b>Unit 4:</b> 14K, 14L, 15, 18, 20, 21, 22, 26K, 26L, 29, 30, 31, 38K, 38L, 38, 48K, 48L, 48, 49, 51, 52, 55E, 55F, 55G, 55H, 55I, 55J, 58K, 58L, 60, 61, 62, 65, 66, 67, 72K, 72L, 73, 87, 94K, 94L, 97, 98, 99, 100, 105E, 105F, 105G, 105H, 105I, 105J
<b>Unit 5:</b> 120K, 120L, 108, 111, 112, 120K, 120L, 120, 123, 146K, 146L, 147, 158K, 158L, 159, 162, 168K, 168L, 170, 172, 173, 174, 175, 176, 180K, 180L, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189
<b>Unit 6:</b> 198K, 198L, 198, 204K, 204L, 204, 206, 207, 210, 216K, 216L, 233E, 233F, 233G, 233H, 233I, 233J, 242, 250K, 250L, 251

<b>English Language Arts</b>
<b>Unit 2: Thinking Critically</b>
<b>17b. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Making predictions using information from texts. (ELA-7-E1)</b>
<b>Unit 2:</b> 120, 140, 142
<b>Unit 3:</b> 216, 218, 230, 256
<b>Unit 4:</b> 23C, 64, 102
<b>Unit 5:</b> 110, 112, 138, 140, 162, 174, 190
<b>Unit 6:</b> 222, 226, 228, 252, 254, 268, 270



<b>English Language Arts</b>
<b>Unit 2: Thinking Critically</b>
<b>17c. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Making simple inferences and drawing conclusions about information in texts. (ELA-7-E1)</b>
<b>Unit 1:</b> 59E, 79D, 109
<b>Unit 2:</b> 127, 129, 131C, 131
<b>Unit 3:</b> 225, 227, 229, 231, 233, 235, 235C, 235D
<b>Unit 4:</b> 15, 17, 19, 21, 23, 53, 59, 61, 63, 91A, 95, 97, 99, 101, 103
<b>Unit 5:</b> 153, 177
<b>Unit 6:</b> 217, 219, 221, 223, 225, 227, 229, 231, 231C, 231D, 259, 285, 287, 289, 291, 293, 293C, 293D

<b>English Language Arts</b>
<b>Unit 2: Thinking Critically</b>
<b>17e. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Distinguishing between a main idea and a summary. (ELA-7-E1)</b>
<b>Unit 1:</b> 14R, 20, 28Q, 36, 40, 42, 82Q, 90, 94R, 102, 108
<b>Unit 2:</b> 126R, 148Q, 152, 160, 161C, 166Q, 172, 178, 182Q, 192
<b>Unit 3:</b> 198Q, 206, 216Q, 218, 224Q, 232, 240Q, 246
<b>Unit 4:</b> 14O, 16, 22, 26O, 32, 38, 38O, 48O, 52, 58O, 68, 72O, 80, 90, 94O, 102
<b>Unit 5:</b> 108O, 112, 120, 120O, 124, 125C, 146O, 148, 168O, 176, 177C, 180O, 186, 190
<b>Unit 6:</b> 216O, 224, 230, 236O, 238, 262O, 276, 284O, 290

<b>English Language Arts</b>
<b>Unit 2: Thinking Critically</b>
<b>21a. Apply basic reasoning skills, including: Identifying differences between fact and opinion. (ELA-7-E4)</b>
<b>Unit 4:</b> 25H
<b>Unit 5:</b> 141C, 141D, 159, 161, 163, 163C, 163D
<b>Unit 6:</b> 207, 209, 211, 211C, 211D

<b>English Language Arts</b>
<b>Unit 2: Thinking Critically</b>
<b>21d. Apply basic reasoning skills, including: Raising questions to obtain clarification and/or direct investigation. (ELA-7-E4)</b>
<b>Unit 1:</b> 25A, 43A, 47, 59A, 74A, 79A, 109A
<b>Unit 2:</b> 123A, 131A, 135, 143A, 161A, 165, 179A, 193A
<b>Unit 3:</b> 211A, 221A, 235A, 247A, 257A, 267A
<b>Unit 4:</b> 23A, 33A, 45A, 53A, 69A, 91A, 103A
<b>Unit 5:</b> 115A, 125A, 141A, 153A, 163A, 177A, 191A
<b>Unit 6:</b> 201A, 211A, 231A, 245A, 259A, 281A, 293A

<b>English Language Arts</b>
<b>Unit 2: Thinking Critically</b>
<b>21e. Apply basic reasoning skills, including: Connecting what is learned to real-life situations. (ELA-7-E4)</b>
<b>Unit 1:</b> 25C
<b>Unit 2:</b> 174
<b>Unit 3:</b> 210, 260O, 262, 266
<b>Unit 4:</b> 20, 26, 45C, 58M, 60, 78, 84, 88
<b>Unit 5:</b> 122, 130, 136, 158M, 166182
<b>Unit 6:</b> 266, 288

<b>English Language Arts</b>
<b>Unit 2: Thinking Critically</b>
<b>23. Incorporate grade-appropriate vocabulary and information when writing for an intended audience and/or purpose. (ELA-2-E2)</b>
<b>Unit 1:</b> 14P, 27E, 28P, 45E, 48P, 61E, 64P, 81E, 82P, 93E, 94P, 111E
<b>Unit 2:</b> 114P, 125E, 126P, 133E, 136P, 145E, 148P, 163E, 166P, 181E, 182P, 195E
<b>Unit 3:</b> 198P, 213E, 216P, 223E, 224P, 237E, 240P, 249E, 250P, 259E, 260P, 269E
<b>Unit 4:</b> 14N, 25E, 26N, 35E, 38N, 47E, 48N, 55E, 58N, 71E, 72N, 93E, 94N, 105E
<b>Unit 5:</b> 108N, 117E, 120N, 127E, 128N, 143E, 146N, 155E, 158N, 165E, 168N, 179E, 180N, 193E
<b>Unit 6:</b> 198N, 203E, 204N, 213E, 216N, 233E, 236N, 247E, 250N, 261E, 262N, 283E, 284N, 295E

<b>English Language Arts</b>
<b>Unit 2: Thinking Critically</b>
<b>24b. Develop compositions of two or more paragraphs using writing processes such as the following: Prewriting using strategies such as brainstorming, locating information, and generating graphic organizers. (ELA-2-E3)</b>
<b>Unit 1:</b> 27F, 27G, 27H, 27I, 27J
<b>Unit 2:</b> 125A, 125F, 125G, 133F, 133G, 145F, 163F, 163G, 181F, 181G, 195F, 195G
<b>Unit 3:</b> 213F, 213G, 223G, 237G, 249A, 249G, 259G, 269G
<b>Unit 4:</b> 25C, 25G, 35C, 35G, 47G, 55G, 71G, 93A, 93G, 105G
<b>Unit 5:</b> 117G, 127C, 127G, 143G, 155G, 165G, 179G, 193G
<b>Unit 6:</b> 203A, 203G, 213G, 233G, 247G, 261G, 283G, 295G

<b>English Language Arts</b>
<b>Unit 2: Thinking Critically</b>
<b>24c. Develop compositions of two or more paragraphs using writing processes such as the following: Drafting. (ELA-2-E3)</b>
<b>Unit 1:</b> 61F, 61G, 61H, 16I, 61J  <b>Unit 2:</b> 125H, 133H, 145H, 163H, 181H, 195H  <b>Unit 3:</b> 213H, 223H, 237H, 249H, 259H, 269H  <b>Unit 4:</b> 25H, 35H, 47H, 55H, 71H, 93C, 93H, 105H  <b>Unit 5:</b> 117H, 127H, 143H, 155H, 165H, 179H, 193H  <b>Unit 6:</b> 203H, 213H, 233H, 247H, 261H, 283H, 295H

<b>English Language Arts</b>
<b>Unit 2: Thinking Critically</b>
<b>24d. Develop compositions of two or more paragraphs using writing processes such as the following: Conferencing with teachers. (ELA-2-E3)</b>
<b>Unit 1:</b> 81F, 81G, 81H, 81I, 81J, 93F, 93G, 93H, 93I, 93J  <b>Unit 2:</b> 125F, 125G, 125H, 125I, 125J, 133F, 133G, 133H, 133I, 133J, 145F, 145G, 145H, 145I, 145J, 163F, 163G, 163H, 163I, 163J, 181F, 181G, 181H, 181I, 181J  <b>Unit 3:</b> 213H, 213I, 213J, 237I, 269I  <b>Unit 4:</b> 27I, 35I, 47I, 55I, 71I, 93I, 105I  <b>Unit 5:</b> 117I, 127I, 143I, 155I, 165I, 179I, 193I  <b>Unit 6:</b> 203I, 213I, 233I, 247I, 261I, 283I, 295I

<b>English Language Arts</b>
<b>Unit 2: Thinking Critically</b>
<b>24e. Develop compositions of two or more paragraphs using writing processes such as the following: Revising and proofreading. (ELA-2-E3)</b>
<b>Unit 1:</b> 81F, 81G, 81H, 81I, 81J, 93F, 93G, 93H, 93I, 93J  <b>Unit 2:</b> 125F, 125G, 125H, 125I, 125J, 133F, 133G, 133H, 133I, 133J, 145F, 145G, 145H, 145I, 145J, 163F, 163G, 163H, 163I, 163J, 181F, 181G, 181H, 181I, 181J, 195J  <b>Unit 3:</b> 213H, 213I, 213J, 223J, 237I, 237J, 249J, 259J, 269I, 269J  <b>Unit 4:</b> 27I, 27J, 35I, 35J, 47I, 47J, 55I, 55J, 71I, 71J, 93I, 93J, 105I, 105J  <b>Unit 5:</b> 117I, 117J, 127I, 127J, 143I, 143J, 155I, 155J, 165I, 165J, 179I, 179J, 193I, 193J  <b>Unit 6:</b> 203I, 203J, 213I, 213J, 233I, 233J, 247I, 247J, 259C, 261I, 261J, 281D, 283I, 283J, 293D, 295I, 295J

<b>English Language Arts</b>
<b>Unit 2: Thinking Critically</b>
<b>24f. Develop compositions of two or more paragraphs using writing processes such as the following: Creating a final draft for publication. (ELA-2-E3)</b>
<b>Unit 1:</b> 27E, 27J, 45E, 45J, 61E, 61J, 81E, 81J, 93E, 93J, 111E, 111J
<b>Unit 2:</b> 125E, 125J, 133E, 133J, 145E, 145J, 163E, 163J, 181E, 181J, 195E, 195J
<b>Unit 3:</b> 213E, 213J, 223E, 223J, 237E, 237J, 249E, 249J, 259E, 259J, 269E, 269J
<b>Unit 4:</b> 25E, 25J, 35E, 35J, 47E, 47J, 55E, 55J, 71E, 71J, 93E, 93J, 105E, 105J
<b>Unit 5:</b> 117E, 117J, 127E, 127J, 143E, 143J, 155E, 155J, 165E, 165J, 179E, 179J, 193E, 193J
<b>Unit 6:</b> 203E, 203J, 213E, 213J, 233E, 233J, 247E, 247J, 261E, 261J, 283E, 283J, 295E, 295J

<b>English Language Arts</b>
<b>Unit 2: Thinking Critically</b>
<b>35. Alphabetize to the third letter. (ELA-3-E5)</b>
<b>Unit 1:</b> 61D, 111D

<b>English Language Arts</b>
<b>Unit 2: Thinking Critically</b>
<b>37. Use clear diction and tone and adjust volume and tempo to stress important ideas when speaking. (ELA-4-E1)</b>
<b>Unit 1:</b> 45I, 93I
<b>Unit 2:</b> 123F, 133I, 148Q, 165B
<b>Unit 3:</b> 215B, 223I, 235F, 240Q, 250, 271B
<b>Unit 4:</b> 37B, 48O, 72O, 94O, 105I,
<b>Unit 5:</b> 119B, 145B, 146O, 158O, 166, 168O, 177E, 180O, 193I, 194
<b>Unit 6:</b> 211E, 213I, 215B, 231B, 236O, 249B, 250O, 262O, 283I, 284O

<b>English Language Arts</b>
<b>Unit 2: Thinking Critically</b>
<b>38. Give and follow precise directions and instructions. (ELA-4-E2)</b>
<b>Unit 1:</b> 14M, 14N, 28L, 28N, 48L, 48N, 64L, 64N, 82L, 82N, 94L, 94N
<b>Unit 2:</b> 114L, 114N, 126L, 126N, 136L, 136N, 148L, 148N, 166L, 166N, 182L
<b>Unit 3:</b> 198L, 198N, 216L, 216N, 224L, 224N, 240L, 240N, 250L, 250N, 260L, 260N
<b>Unit 4:</b> 14L, 26K, 38L, 48L, 58L, 72L, 93L
<b>Unit 5:</b> 108L, 120L, 128L, 146L, 158L, 168L, 180L
<b>Unit 6:</b> 204L, 216L, 236L, 250L, 262L, 284L, 295I

<b>English Language Arts</b>
<b>Unit 2: Thinking Critically</b>
<b>40b. Give rehearsed oral presentations that include the following: Relevant facts and details from multiple sources. (ELA-4-E4)</b>
<b>Unit 3:</b> 213I, 213J
<b>Unit 5:</b> 167B, 179I, 195B
<b>Unit 6:</b> 249B

<b>English Language Arts</b>
<b>Unit 2: Thinking Critically</b>
<b>45a. Locate information using organizational features of a variety of resources, including: Electronic information such as pull-down menus, icons, keyword searches, passwords, and entry menu features. (ELA-5-E1)</b>
<b>Unit 1:</b> 25F, 43F, 45D, 59F, 79F, 81A, 93A, 93C, 109F, 111A, 111C
<b>Unit 2:</b> 123F, 125D, 131F, 133D, 143F, 145C, 161E, 161F, 163H, 163C, 163D, 179F, 181D
<b>Unit 3:</b> 211E, 213D, 221F, 223D, 235F, 237C, 247F, 249C, 259C, 257F, 259C, 267F, 269C
<b>Unit 4:</b> 23E, 23F, 33F, 45D, 53F, 58C, 69F, 71A, 71D, 91F, 93A, 93C, 103F, 105A, 105C
<b>Unit 5:</b> 115F, 125E, 125F, 127A, 127D, 141D, 141F, 153E, 155C, 155D, 163F, 165A, 165C, 177F, 179A, 191F, 193A, 193C
<b>Unit 6:</b> 203A, 203B, 203C, 211F, 213C, 231F, 233A, 245F, 247C, 259F, 261A, 261C, 261D, 281F, 283A, 283D, 295A, 295C, 293F, 295D, 245E, 283A

<b>English Language Arts</b>
<b>Unit 2: Thinking Critically</b>
<b>45b. Locate information using organizational features of a variety of resources, including: Printed text such as indices, tables of contents, glossaries, charts, captions, chapter headings, and subheadings. (ELA-5-E1)</b>
<b>Unit 1:</b> 25F, 43F, 45D, 59F, 79F, 81A, 93A, 93C, 109F, 111A, 111C
<b>Unit 2:</b> 123F, 125D, 131F, 133D, 143F, 145C, 161E, 161F, 163H, 163C, 163D, 179F, 181D
<b>Unit 3:</b> 211E, 213D, 221F, 223D, 235F, 237C, 247F, 249C, 259C, 257F, 259C, 267F, 269C
<b>Unit 4:</b> 23E, 23F, 33F, 45D, 53F, 58C, 69F, 71A, 71D, 91F, 93A, 93C, 103F, 105A, 105C
<b>Unit 5:</b> 115F, 125E, 125F, 127A, 127D, 141D, 141F, 153E, 155C, 155D, 163F, 165A, 165C, 177F, 179A, 191F, 193A, 193C
<b>Unit 6:</b> 203A, 203B, 203C, 211F, 213C, 231F, 233A, 245F, 247C, 259F, 261A, 261C, 261D, 281F, 283A, 283D, 295A, 295C, 293F, 295D, 245E, 283A

<b>English Language Arts</b>
<b>Unit 2: Thinking Critically</b>
<b>45c. Locate information using organizational features of a variety of resources, including: The Dewy Decimal System. (ELA-5-E1)</b>
<b>Unit 1:</b> 25F, 43F, 45D, 59F, 79F, 81A, 93A, 93C, 109F, 111A, 111C
<b>Unit 2:</b> 123F, 125D, 131F, 133D, 143F, 145C, 161E, 161F, 163H, 163C, 163D, 179F, 181D
<b>Unit 3:</b> 211E, 213D, 221F, 223D, 235F, 237C, 247F, 249C, 259C, 257F, 259C, 267F, 269C
<b>Unit 4:</b> 23E, 23F, 33F, 45D, 53F, 58C, 69F, 71A, 71D, 91F, 93A, 93C, 103F, 105A, 105C
<b>Unit 5:</b> 115F, 125E, 125F, 127A, 127D, 141D, 141F, 153E, 155C, 155D, 163F, 165A, 165C, 177F, 179A, 191F, 193A, 193C
<b>Unit 6:</b> 203A, 203B, 203C, 211F, 213C, 231F, 233A, 245F, 247C, 259F, 261A, 261C, 261D, 281F, 283A, 283D, 295A, 295C, 293F, 295D, 245E, 283A

<b>English Language Arts</b>
<b>Unit 2: Thinking Critically</b>
<b>45d. Locate information using organizational features of a variety of resources, including: Electronic and online catalogs. (ELA-5-E1)</b>
<b>Unit 1:</b> 25F, 43F, 45D, 59F, 79F, 81A, 93A, 93C, 109F, 111A, 111C
<b>Unit 2:</b> 123F, 125D, 131F, 133D, 143F, 145C, 161E, 161F, 163H, 163C, 163D, 179F, 181D
<b>Unit 3:</b> 211E, 213D, 221F, 223D, 235F, 237C, 247F, 249C, 259C, 257F, 259C, 267F, 269C
<b>Unit 4:</b> 23E, 23F, 33F, 45D, 53F, 58C, 69F, 71A, 71D, 91F, 93A, 93C, 103F, 105A, 105C
<b>Unit 5:</b> 115F, 125E, 125F, 127A, 127D, 141D, 141F, 153E, 155C, 155D, 163F, 165A, 165C, 177F, 179A, 191F, 193A, 193C
<b>Unit 6:</b> 203A, 203B, 203C, 211F, 213C, 231F, 233A, 245F, 247C, 259F, 261A, 261C, 261D, 281F, 283A, 283D, 295A, 295C, 293F, 295D, 245E, 283A

<b>English Language Arts</b>
<b>Unit 2: Thinking Critically</b>
<b>46. Locate information from multiple sources, including books, periodicals, videotapes, Web sites, and CD-ROMs. (ELA-5-E2)</b>
<b>Unit 1:</b> 25F, 43F, 45D, 59F, 79F, 81A, 93A, 93C, 109F, 111A, 111C
<b>Unit 2:</b> 123F, 125D, 131F, 133D, 143F, 145C, 161E, 161F, 163H, 163C, 163D, 179F, 181D
<b>Unit 3:</b> 211E, 213D, 221F, 223D, 235F, 237C, 247F, 249C, 259C, 257F, 259C, 267F, 269C
<b>Unit 4:</b> 23E, 23F, 33F, 45D, 53F, 58C, 69F, 71A, 71D, 91F, 93A, 93C, 103F, 105A, 105C
<b>Unit 5:</b> 115F, 125E, 125F, 127A, 127D, 141D, 141F, 153E, 155C, 155D, 163F, 165A, 165C, 177F, 179A, 191F, 193A, 193C
<b>Unit 6:</b> 203A, 203B, 203C, 211F, 213C, 231F, 233A, 245F, 247C, 259F, 261A, 261C, 261D, 281F, 283A, 283D, 295A, 295C, 293F, 295D, 245E, 283A

<b>English Language Arts</b>
<b>Unit 2: Thinking Critically</b>
<b>47. Determine appropriateness of collected information for a specified purpose. (ELA-5-E2)</b>
<b>Unit 1:</b> 25F, 43F, 45D, 59F, 79F, 81A, 93A, 93C, 109F, 111A, 111C
<b>Unit 2:</b> 123F, 125D, 131F, 133D, 143F, 145C, 161E, 161F, 163H, 163C, 163D, 179F, 181D
<b>Unit 3:</b> 211E, 213D, 221F, 223D, 235F, 237C, 247F, 249C, 259C, 257F, 259C, 267F, 269C
<b>Unit 4:</b> 23E, 23F, 33F, 45D, 53F, 58C, 69F, 71A, 71D, 91F, 93A, 93C, 103F, 105A, 105C
<b>Unit 5:</b> 115F, 125E, 125F, 127A, 127D, 141D, 141F, 153E, 155C, 155D, 163F, 165A, 165C, 177F, 179A, 191F, 193A, 193C
<b>Unit 6:</b> 203A, 203B, 203C, 211F, 213C, 231F, 233A, 245F, 247C, 259F, 261A, 261C, 261D, 281F, 283A, 283D, 295A, 295C, 293F, 295D, 245E, 283A

<b>English Language Arts</b>
<b>Unit 2: Thinking Critically</b>
<b>48. Use keywords to take notes from written sources. (ELA-5-E3)</b>
<b>Unit 1:</b> 25F, 43F, 45D, 59F, 79F, 81A, 93A, 93C, 109F, 111A, 111C
<b>Unit 2:</b> 123F, 125D, 131F, 133D, 143F, 145C, 161E, 161F, 163H, 163C, 163D, 179F, 181D
<b>Unit 3:</b> 211E, 213D, 221F, 223D, 235F, 237C, 247F, 249C, 259C, 257F, 259C, 267F, 269C
<b>Unit 4:</b> 23E, 23F, 33F, 45D, 53F, 58C, 69F, 71A, 71D, 91F, 93A, 93C, 103F, 105A, 105C
<b>Unit 5:</b> 115F, 125E, 125F, 127A, 127D, 141D, 141F, 153E, 155C, 155D, 163F, 165A, 165C, 177F, 179A, 191F, 193A, 193C
<b>Unit 6:</b> 203A, 203B, 203C, 211F, 213C, 231F, 233A, 245F, 247C, 259F, 261A, 261C, 261D, 281F, 283A, 283D, 295A, 295C, 293F, 295D, 245E, 283A

<b>English Language Arts</b>
<b>Unit 2: Thinking Critically</b>
<b>49. Complete simple outlines with main topics and subtopics that reflect the information gathered. (ELA-5-E3)</b>
<b>Unit 1:</b> 25F, 43F, 45D, 59F, 79F, 81A, 93A, 93C, 109F, 111A, 111C
<b>Unit 2:</b> 123F, 125D, 131F, 133D, 143F, 145C, 161E, 161F, 163H, 163C, 163D, 179F, 181D
<b>Unit 3:</b> 211E, 213D, 221F, 223D, 235F, 237C, 247F, 249C, 259C, 257F, 259C, 267F, 269C
<b>Unit 4:</b> 23E, 23F, 33F, 45D, 53F, 58C, 69F, 71A, 71D, 91F, 93A, 93C, 103F, 105A, 105C
<b>Unit 5:</b> 115F, 125E, 125F, 127A, 127D, 141D, 141F, 153E, 155C, 155D, 163F, 165A, 165C, 177F, 179A, 191F, 193A, 193C
<b>Unit 6:</b> 203A, 203B, 203C, 211F, 213C, 231F, 233A, 245F, 247C, 259F, 261A, 261C, 261D, 281F, 283A, 283D, 295A, 295C, 293F, 295D, 245E, 283A

<b>English Language Arts</b>
<b>Unit 2: Thinking Critically</b>
<b>52. Locate information found in graphic organizers such as timelines, charts, graphs, schedules, tables, diagrams, and maps. (ELA-5-E6)</b>
<b>Unit 1:</b> 25E, 111G, 111H, 111J
<b>Unit 2:</b> 123F, 125I, 133D, 133G, 145D, 145J, 163I, 163J, 195A, 195D, 195F, 195J
<b>Unit 3:</b> 211E, 249D
<b>Unit 4:</b> 23F, 25D, 33F, 45E, 55D, 71D, 93D, 105D
<b>Unit 5:</b> 115F, 117H, 125D, 141F, 143D, 155A, 165F
<b>Unit 6:</b> 233A, 247A, 247D, 261D, 283D

### Unit 3: Write On Target

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>1. Decode words using knowledge of base words, root words, and common prefixes and suffixes. (ELA-1-E1)</b>
<b>Unit 1:</b> 14K, 14L, 14, 16, 17, 48K, 48L, 57, 94K, 94L, 99
<b>Unit 2:</b> 114K, 114L, 118, 121, 126K, 126L, 128, 166K, 166L, 166, 167, 168, 171, 173, 174, 176, 177, 182K, 182L, 183, 184, 187, 189, 191
<b>Unit 3:</b> 216K, 216L, 216, 217, 224K, 224L, 224M, 224N, 224, 226, 227, 230, 232, 240K, 240L, 240M, 240N, 241, 242, 244, 250K, 250L, 251, 252, 253, 254, 255, 256
<b>Unit 4:</b> 14K, 14L, 15, 18, 20, 21, 22, 26K, 26L, 29, 30, 31, 38K, 38L, 38, 48K, 48L, 48, 49, 51, 52, 55E, 55F, 55G, 55H, 55I, 55J, 58K, 58L, 60, 61, 62, 65, 66, 67, 72K, 72L, 73, 87, 94K, 94L, 97, 98, 99, 100, 105E, 105F, 105G, 105H, 105I, 105J
<b>Unit 5:</b> 120K, 120L, 108, 111, 112, 120K, 120L, 120, 123, 146K, 146L, 147, 158K, 158L, 159, 162, 168K, 168L, 170, 172, 173, 174, 175, 176, 180K, 180L, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189
<b>Unit 6:</b> 198K, 198L, 198, 204K, 204L, 204, 206, 207, 210, 216K, 216L, 233E, 233F, 233G, 233H, 233I, 233J, 242, 250K, 250L, 251,

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>2. Decode similar words (e.g., supper vs. super) using knowledge of basic syllabication rules. (ELA-1-E1)</b>
<b>Unit 1:</b> 14L, 14M, 14Q, 28K, 28M, 28N, 28Q, 48K, 48M, 48P, 64K, 64M, 64P, 82K, 82M, 82N, 82P, 94K, 94M, 94P
<b>Unit 2:</b> 114K, 114M, 114P, 126KM, 126M, 126P, 136K, 136M, 136P, 148K, 148M, 148P, 166K, 166M, 166P, 182K, 182M, 182P
<b>Unit 3:</b> 198K, 198M, 198P, 216K, 216M, 216P, 224K, 224M, 224P, 240K, 240M, 240P, 250K, 250M, 250P, 260K, 260M, 260P
<b>Unit 4:</b> 14K, 14N, 26K, 26N, 38K, 38N, 48K, 48N, 58K, 58N, 72K, 72N, 94K, 94N
<b>Unit 5:</b> 108K, 108N, 120K, 120N, 128K, 128N, 146K, 146N, 158K, 158N, 168K, 168N, 180K, 180N
<b>Unit 6:</b> 198K, 198N, 204K, 204N, 216K, 216N, 236K, 236L, 236N, 250K, 250N, 262K, 262N, 284K, 284N

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>4. Demonstrate knowledge of the meanings of common prefixes and suffixes. (ELA-1-E1)</b>
<b>Unit 1:</b> 14K, 14L, 14, 16, 17, 48K, 48L, 57, 94K, 94L, 99
<b>Unit 2:</b> 114K, 114L, 118, 121, 126K, 126L, 128, 166K, 166L, 166, 167, 168, 171, 173, 174, 176, 177, 182K, 182L, 183, 184, 187, 189, 191
<b>Unit 3:</b> 216K, 216L, 216, 217, 224K, 224L, 224M, 224N, 224, 226, 227, 230, 232, 240K, 240L, 240M, 240N, 241, 242, 244, 250K, 250L, 251, 252, 253, 254, 255, 256
<b>Unit 4:</b> 14K, 14L, 15, 18, 20, 21, 22, 26K, 26L, 29, 30, 31, 38K, 38L, 38, 48K, 48L, 48, 49, 51, 52, 55E, 55F, 55G, 55H, 55I, 55J, 58K, 58L, 60, 61, 62, 65, 66, 67, 72K, 72L, 73, 87, 94K, 94L, 97, 98, 99, 100, 105E, 105F, 105G, 105H, 105I, 105J
<b>Unit 5:</b> 120K, 120L, 108, 111, 112, 120K, 120L, 120, 123, 146K, 146L, 147, 158K, 158L, 159, 162, 168K, 168L, 170, 172, 173, 174, 175, 176, 180K, 180L, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189
<b>Unit 6:</b> 198K, 198L, 198, 204K, 204L, 204, 206, 207, 210, 216K, 216L, 233E, 233F, 233G, 233H, 233I, 233J, 242, 250K, 250L, 251,



<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>5. Use reference aids such as dictionaries, thesauruses, synonyms finders, and reference software to determine word meanings, word choices, and pronunciations. (ELA-1-E1)</b>
<b>Unit 2:</b> 133H, 133I, 145I, 163I, 181H, 181I, 193B
<b>Unit 3:</b> 237D, 249G, 250P, 259D, 259G, 269G, 269H
<b>Unit 4:</b> 69B, 71G, 71H, 71I, 93H, 93I, 105H
<b>Unit 5:</b> 117G, 117H, 117I, 125E, 127H, 143G, 143H, 155G, 155I, 163B, 165G, 165H, 180N, 193D, 193I
<b>Unit 6:</b> 203G, 233H, 233I, 247H, 250N, 283G, 283I, 284N

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>6c. Determine meanings of unfamiliar words using a variety of strategies, including: Identification of base words and root words. (ELA-1-E1)</b>
<b>Unit 1:</b> 14K, 14L, 14, 16, 17, 48K, 48L, 57, 94K, 94L, 99
<b>Unit 2:</b> 114K, 114L, 118, 121, 126K, 126L, 128, 166K, 166L, 166, 167, 168, 171, 173, 174, 176, 177, 182K, 182L, 183, 184, 187, 189, 191
<b>Unit 3:</b> 216K, 216L, 216, 217, 224K, 224L, 224M, 224N, 224, 226, 227, 230, 232, 240K, 240L, 240M, 240N, 241, 242, 244, 250K, 250L, 251, 252, 253, 254, 255, 256
<b>Unit 4:</b> 14K, 14L, 15, 18, 20, 21, 22, 26K, 26L, 29, 30, 31, 38K, 38L, 38, 48K, 48L, 48, 49, 51, 52, 55E, 55F, 55G, 55H, 55I, 55J, 58K, 58L, 60, 61, 62, 65, 66, 67, 72K, 72L, 73, 87, 94K, 94L, 97, 98, 99, 100, 105E, 105F, 105G, 105H, 105I, 105J
<b>Unit 5:</b> 120K, 120L, 108, 111, 112, 120K, 120L, 120, 123, 146K, 146L, 147, 158K, 158L, 159, 162, 168K, 168L, 170, 172, 173, 174, 175, 176, 180K, 180L, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189
<b>Unit 6:</b> 198K, 198L, 198, 204K, 204L, 204, 206, 207, 210, 216K, 216L, 233E, 233F, 233G, 233H, 233I, 233J, 242, 250K, 250L, 251

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>8a. Identify story elements including: Theme. (ELA-1-E4)</b>
<b>Unit 1:</b> 27, 45, 61, 91
<b>Unit 2:</b> 125, 133, 145, 183, 185, 187, 189, 191, 193, 193A, 193C, 193D
<b>Unit 3:</b> 199, 201, 203, 205, 207, 209, 211, 213, 223, 237
<b>Unit 4:</b> 25, 35, 47, 49, 51, 53, 53C, 53D, 91, 103A
<b>Unit 5:</b> 117, 121, 123, 125, 127, 143
<b>Unit 6:</b> 203, 213, 233, 237, 239, 241, 243, 245, 293

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>8b. Identify story elements including: Conflict. (ELA-1-E4)</b>
<b>Unit 1:</b> 43E, 43, 59E, 79D, 109
<b>Unit 2:</b> 127, 129, 131C, 131
<b>Unit 3:</b> 225, 227, 229, 231, 233, 235, 235C, 235D
<b>Unit 4:</b> 15, 17, 19, 21, 23, 23D, 53, 59, 61, 63, 91A, 95, 97, 99, 101, 103
<b>Unit 5:</b> 153, 177, 181, 183, 185
<b>Unit 6:</b> 217, 219, 221, 223, 225, 227, 229, 231, 231C, 231D, 259, 259E, 285, 287, 289, 291, 293, 293C, 293D

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>8c. Identify story elements including: Character traits, feelings, and motivations. (ELA-1-E4)</b>
<b>Unit 1:</b> 59E, 79D
<b>Unit 2:</b> 123D
<b>Unit 3:</b> 257A
<b>Unit 4:</b> 33E, 59, 61, 63, 69D, 91E, 103D
<b>Unit 5:</b> 153, 153A, 177, 191
<b>Unit 6:</b> 259A, 293, 293A

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>9. Identify literary devices, including idioms and personification. (ELA-1-E4)</b>
<b>Unit 1:</b> 46
<b>Unit 2:</b> 134, 135A, 135B, 165A, 165B, 193E
<b>Unit 3:</b> 215A, 257E, 261, 263, 271A
<b>Unit 4:</b> 37A, 65, 67, 69, 69D, 91A
<b>Unit 5:</b> 119A, 141E, 145A, 163E, 167A, 187, 189, 191, 191E
<b>Unit 6:</b> 211E, 213, 215A, 281E

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>10. Demonstrate understanding by summarizing stories and information, including the main events or ideas and selected details from the text in oral and written responses. (ELA-1-E5)</b>
<b>Unit 1:</b> 14R, 20, 28Q, 36, 40, 42, 82Q, 90, 94R, 102, 108
<b>Unit 2:</b> 126R, 148Q, 152, 160, 161C, 166Q, 172, 178, 182Q, 192
<b>Unit 3:</b> 198Q, 206, 216Q, 218, 224Q, 232, 240Q, 246
<b>Unit 4:</b> 14O, 16, 22, 26O, 32, 38, 38O, 48O, 52, 58O, 68, 72O, 80, 90, 94O, 102
<b>Unit 5:</b> 108O, 112, 120, 120O, 124, 125C, 146O, 148, 168O, 176, 177C, 180O, 186, 190
<b>Unit 6:</b> 216O, 224, 230, 236O, 238, 262O, 276, 284O, 290

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>11. Connect ideas, events, and information identified in grade-appropriate texts to prior knowledge and life experiences in oral and written responses. (ELA-1-E6)</b>
<b>Unit 1:</b> 25C
<b>Unit 2:</b> 174
<b>Unit 3:</b> 210, 260O, 262, 266
<b>Unit 4:</b> 20, 26, 45C, 58M, 60, 78, 84, 88
<b>Unit 5:</b> 122, 130, 136, 158M, 166182
<b>Unit 6:</b> 266, 288

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>14. Compare and contrast story elements, including setting, character, and events or two multicultural texts in oral, written, and visual responses. (ELA-6-E1)</b>
<b>Unit 1:</b> 109, 109A
<b>Unit 3:</b> 257A
<b>Unit 4:</b> 53E, 69, 71
<b>Unit 5:</b> 115A, 115E, 177A, 177D
<b>Unit 6:</b> 259E

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>16. Identify and explain the defining characteristics of various types of literature, including the folktale. (ELA-6-E3)</b>
<b>Unit 1:</b> 25A, 43A, 59A, 79A, 91A, 91E, 109A, 109D
<b>Unit 2:</b> 123A, 131A, 131E, 143A, 143E, 165A, 193A
<b>Unit 3:</b> 211A, 217, 221A, 221C, 221D, 235A, 247A, 247E, 267A
<b>Unit 4:</b> 23A, 33A, 45D, 53A, 69A, 91A, 103A
<b>Unit 5:</b> 115A, 115E, 125A, 125D, 141A, 146M, 153A, 155D, 163A, 177A, 177D, 191A
<b>Unit 6:</b> 201A, 211A, 231A, 231E, 245A, 245D, 259A, 281A, 293F, 293E

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>17b. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Making predictions using information from texts. (ELA-7-E1)</b>
<b>Unit 2:</b> 120, 140, 142
<b>Unit 3:</b> 216, 218, 230, 256
<b>Unit 4:</b> 23C, 64, 102
<b>Unit 5:</b> 110, 112, 138, 140, 162, 174, 190
<b>Unit 6:</b> 222, 226, 228, 252, 254, 268, 270

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>17c. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Making simple inferences and drawing conclusions about information in texts. (ELA-7-E1)</b>
<b>Unit 1:</b> 59E, 79D, 109
<b>Unit 2:</b> 127, 129, 131C, 131
<b>Unit 3:</b> 225, 227, 229, 231, 233, 235, 235C, 235D
<b>Unit 4:</b> 15, 17, 19, 21, 23, 53, 59, 61, 63, 91A, 95, 97, 99, 101, 103
<b>Unit 5:</b> 153, 177
<b>Unit 6:</b> 217, 219, 221, 223, 225, 227, 229, 231, 231C, 231D, 259, 285, 287, 289, 291, 293, 293C, 293D

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>18. Explain chosen solutions to problems in texts. (ELA-7-E2)</b>
<b>Unit 1:</b> 25A, 28P, 43A, 48O, 59A, 65, 79A, 82O, 91, 94O, 95, 97, 99, 101, 103, 105, 107, 109
<b>Unit 2:</b> 114O, 123A, 126O, 131A, 136O, 143A, 148O, 149, 151, 153, 155, 157, 159, 161, 161A, 161C, 163A, 166O, 179, 182O
<b>Unit 3:</b> 298O, 211A, 216O, 221A, 224O, 235A, 240O, 241, 243, 245, 247, 247A, 247C, 250O, 257A, 250O, 267A, 269D
<b>Unit 4:</b> 14M, 23A, 26M, 33A, 38M, 45A, 48M, 53, 58M, 69A, 72M, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 91A, 91B, 94M, 95, 97, 99, 101, 103, 103A, 103B
<b>Unit 5:</b> 108M, 115A, 120M, 125A, 128M, 141A, 146M, 146, 153A, 158M, 159, 161, 163, 168M, 177A, 180M, 181, 183, 185
<b>Unit 6:</b> 198M, 201A, 204M, 211A, 216M, 231A, 236M, 240, 242, 244, 245, 250M, 259, 259A, 262M, 262, 259, 271, 273, 275, 277, 279, 281, 281A, 284M, 293, 293A

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>19. Identify an author's purpose for writing, including persuading, entertaining, and informing. (ELA-7-E3)</b>
<b>Unit 2:</b> 183, 185, 187, 189, 191, 193, 193C
<b>Unit 3:</b> 199, 201, 203, 205, 207, 209, 211
<b>Unit 4:</b> 49, 51, 53, 53C
<b>Unit 5:</b> 121, 123, 125, 129, 131, 133, 135, 137, 139, 141, 141C, 141D
<b>Unit 6:</b> 237, 239, 241, 243, 245

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>20. Explain the author's viewpoint using information from the text. (ELA-7-E3)</b>
<b>Unit 2:</b> 126A, 148A, 193D
<b>Unit 3:</b> 267D
<b>Unit 4:</b> 38A, 53D
<b>Unit 5:</b> 125D, 146A, 191D
<b>Unit 6:</b> 211D, 281D, 281E

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>21e. Apply basic reasoning skills, including: Connecting what is learned to real-life situations. (ELA-7-E4)</b>
<b>Unit 1:</b> 25C
<b>Unit 2:</b> 174
<b>Unit 3:</b> 210, 260O, 262, 266
<b>Unit 4:</b> 20, 26, 45C, 58M, 60, 78, 84, 88
<b>Unit 5:</b> 122, 130, 136, 158M, 166182
<b>Unit 6:</b> 266, 288

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>22a. Write compositions of two or more paragraphs that are organized with the following: A central idea. (ELA-2-E1)</b>
<b>Unit 2:</b> 125G, 125H, 125I, 133G, 145G, 163F, 163H, 195H
<b>Unit 3:</b> 213H, 237H
<b>Unit 4:</b> 25I, 55H
<b>Unit 6:</b> 283G

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>22b. Write compositions of two or more paragraphs that are organized with the following: A logical, sequential order. (ELA-2-E1)</b>
<b>Unit 2:</b> 125G, 125H, 125I, 133G, 145G, 163F, 163H, 195H
<b>Unit 3:</b> 213H, 237H
<b>Unit 4:</b> 25I, 55H
<b>Unit 6:</b> 283G

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>22c. Write compositions of two or more paragraphs that are organized with the following: Supporting details that develop ideas. (ELA-2-E1)</b>
<b>Unit 2:</b> 125G, 125H, 125I, 133G, 145G, 163F, 163H, 195H
<b>Unit 3:</b> 213H, 237H
<b>Unit 4:</b> 25I, 55H
<b>Unit 6:</b> 283G

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>22d. Write compositions of two or more paragraphs that are organized with the following: Transitional words within and between paragraphs. (ELA-2-E1)</b>
<b>Unit 2:</b> 125G, 125H, 125I, 133G, 145G, 163F, 163H, 195H
<b>Unit 3:</b> 213H, 237H
<b>Unit 4:</b> 25I, 55H
<b>Unit 6:</b> 283G

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>23. Incorporate grade-appropriate vocabulary and information when writing for an intended audience and/or purpose. (ELA-2-E2)</b>
<b>Unit 1:</b> 14P, 27E, 28P, 45E, 48P, 61E, 64P, 81E, 82P, 93E, 94P, 111E
<b>Unit 2:</b> 114P, 125E, 126P, 133E, 136P, 145E, 148P, 163E, 166P, 181E, 182P, 195E
<b>Unit 3:</b> 198P, 213E, 216P, 223E, 224P, 237E, 240P, 249E, 250P, 259E, 260P, 269E
<b>Unit 4:</b> 14N, 25E, 26N, 35E, 38N, 47E, 48N, 55E, 58N, 71E, 72N, 93E, 94N, 105E
<b>Unit 5:</b> 108N, 117E, 120N, 127E, 128N, 143E, 146N, 155E, 158N, 165E, 168N, 179E, 180N, 193E
<b>Unit 6:</b> 198N, 203E, 204N, 213E, 216N, 233E, 236N, 247E, 250N, 261E, 262N, 283E, 284N, 295E

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>24a. Develop compositions of two or more paragraphs using writing processes such as the following: Selecting a topic. (ELA-2-E3)</b>
<b>Unit 1:</b> 27F, 27G, 27H, 27I, 27J
<b>Unit 2:</b> 125A, 125F, 125G, 133F, 133G, 145F, 163F, 163G, 181F, 181G, 195F, 195G
<b>Unit 3:</b> 213F, 213G, 223G, 237G, 249A, 249G, 259G, 269G
<b>Unit 4:</b> 25C, 25G, 35C, 35G, 47G, 55G, 71G, 93A, 93G, 105G
<b>Unit 5:</b> 117G, 127C, 127G, 143G, 155G, 165G, 179G, 193G
<b>Unit 6:</b> 203A, 203G, 213G, 233G, 247G, 261G, 283G, 295G

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>24b. Develop compositions of two or more paragraphs using writing processes such as the following: Prewriting using strategies such as brainstorming, locating information, and generating graphic organizers. (ELA-2-E3)</b>
<b>Unit 1:</b> 27F, 27G, 27H, 27I, 27J
<b>Unit 2:</b> 125A, 125F, 125G, 133F, 133G, 145F, 163F, 163G, 181F, 181G, 195F, 195G
<b>Unit 3:</b> 213F, 213G, 223G, 237G, 249A, 249G, 259G, 269G
<b>Unit 4:</b> 25C, 25G, 35C, 35G, 47G, 55G, 71G, 93A, 93G, 105G
<b>Unit 5:</b> 117G, 127C, 127G, 143G, 155G, 165G, 179G, 193G
<b>Unit 6:</b> 203A, 203G, 213G, 233G, 247G, 261G, 283G, 295G

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>24c. Develop compositions of two or more paragraphs using writing processes such as the following: Drafting. (ELA-2-E3)</b>
<b>Unit 1:</b> 61F, 61G, 61H, 16I, 61J
<b>Unit 2:</b> 125H, 133H, 145H, 163H, 181H, 195H
<b>Unit 3:</b> 213H, 223H, 237H, 249H, 259H, 269H
<b>Unit 4:</b> 25H, 35H, 47H, 55H, 71H, 93C, 93H, 105H
<b>Unit 5:</b> 117H, 127H, 143H, 155H, 165H, 179H, 193H
<b>Unit 6:</b> 203H, 213H, 233H, 247H, 261H, 283H, 295H

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>24d. Develop compositions of two or more paragraphs using writing processes such as the following: Conferencing with teachers. (ELA-2-E3)</b>
<b>Unit 1:</b> 81F, 81G, 81H, 81I, 81J, 93F, 93G, 93H, 93I, 93J
<b>Unit 2:</b> 125F, 125G, 125H, 125I, 125J, 133F, 133G, 133H, 133I, 133J, 145F, 145G, 145H, 145I, 145J, 163F, 163G, 163H, 163I, 163J, 181F, 181G, 181H, 181I, 181J
<b>Unit 3:</b> 213H, 213I, 213J, 237I, 269I
<b>Unit 4:</b> 27I, 35I, 47I, 55I, 71I, 93I, 105I
<b>Unit 5:</b> 117I, 127I, 143I, 155I, 165I, 179I, 193I
<b>Unit 6:</b> 203I, 213I, 233I, 247I, 261I, 283I, 295I



<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>24e. Develop compositions of two or more paragraphs using writing processes such as the following: Revising and proofreading. (ELA-2-E3)</b>
<b>Unit 1:</b> 81F, 81G, 81H, 81I, 81J, 93F, 93G, 93H, 93I, 93J  <b>Unit 2:</b> 125F, 125G, 125H, 125I, 125J, 133F, 133G, 133H, 133I, 133J, 145F, 145G, 145H, 145I, 145J, 163F, 163G, 163H, 163I, 163J, 181F, 181G, 181H, 181I, 181J, 195J  <b>Unit 3:</b> 213H, 213I, 213J, 223J, 237I, 237J, 249J, 259J, 269I, 269J  <b>Unit 4:</b> 27I, 27J, 35I, 35J, 47I, 47J, 55I, 55J, 71I, 71J, 93I, 93J, 105I, 105J  <b>Unit 5:</b> 117I, 117J, 127I, 127J, 143I, 143J, 155I, 155J, 165I, 165J, 179I, 179J, 193I, 193J  <b>Unit 6:</b> 203I, 203J, 213I, 213J, 233I, 233J, 247I, 247J, 259C, 261I, 261J, 281D, 283I, 283J, 293D, 295I, 295J

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>24f. Develop compositions of two or more paragraphs using writing processes such as the following: Creating a final draft for publication. (ELA-2-E3)</b>
<b>Unit 1:</b> 27E, 27J, 45E, 45J, 61E, 61J, 81E, 81J, 93E, 93J, 111E, 111J  <b>Unit 2:</b> 125E, 125J, 133E, 133J, 145E, 145J, 163E, 163J, 181E, 181J, 195E, 195J  <b>Unit 3:</b> 213E, 213J, 223E, 223J, 237E, 237J, 249E, 249J, 259E, 259J, 269E, 269J  <b>Unit 4:</b> 25E, 25J, 35E, 35J, 47E, 47J, 55E, 55J, 71E, 71J, 93E, 93J, 105E, 105J  <b>Unit 5:</b> 117E, 117J, 127E, 127J, 143E, 143J, 155E, 155J, 165E, 165J, 179E, 179J, 193E, 193J  <b>Unit 6:</b> 203E, 203J, 213E, 213J, 233E, 233J, 247E, 247J, 261E, 261J, 283E, 283J, 295E, 295J

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>25. Develop organized one- and two-paragraph compositions using description and narration. (ELA-2-E4)</b>
<b>Unit 2:</b> 114L  <b>Unit 4:</b> 69C

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>26. Use a variety of literary devices, including idioms and personification, in written responses and compositions. (ELA-2-E5)</b>
<b>Unit 1:</b> 111A  <b>Unit 2:</b> 165A  <b>Unit 3:</b> 215A, 249H, 271A  <b>Unit 5:</b> 145A, 195A  <b>Unit 6:</b> 211E

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>27a. Write for various purposes, including: Informal letters using appropriate letter format. (ELA-2-E6)</b>
<b>Unit 2:</b> 131C, 135A, 161D  <b>Unit 3:</b> 213H, 237H, 267E, 269H  <b>Unit 4:</b> 25F, 25G, 25H, 47G, 47H, 71H  <b>Unit 5:</b> 117G, 117H, 127F, 127G, 127H, 127I, 127J, 143F, 143G, 143H, 143I, 143J, 155G, 165F, 165G, 165H, 165I, 165J, 167A, 179F, 179G, 179H, 179I, 179J, 193G, 193G, 193H, 193I, 193J, 195A  <b>Unit 6:</b> 201C, 213F, 213G, 213H, 213I, 213J, 233F, 233G, 233H, 233I, 233J, 283F, 283G, 283H, 283I, 283J, 295F, 295G, 295H, 295I, 295J

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>27b. Write for various purposes, including: Book reports and informational compositions that include main ideas and significant details from the text. (ELA-2-E6)</b>
<b>Unit 2:</b> 131C, 135A, 161D  <b>Unit 3:</b> 213H, 237H, 267E, 269H  <b>Unit 4:</b> 25F, 25G, 25H, 47G, 47H, 71H  <b>Unit 5:</b> 117G, 117H, 127F, 127G, 127H, 127I, 127J, 143F, 143G, 143H, 143I, 143J, 155G, 165F, 165G, 165H, 165I, 165J, 167A, 179F, 179G, 179H, 179I, 179J, 193G, 193G, 193H, 193I, 193J, 195A  <b>Unit 6:</b> 201C, 213F, 213G, 213H, 213I, 213J, 233F, 233G, 233H, 233I, 233J, 283F, 283G, 283H, 283I, 283J, 295F, 295G, 295H, 295I, 295J

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>28. Write legibly in cursive or printed form, using standard margins and demonstrating appropriate spacing of letters, words, sentences, and paragraphs. (ELA-3-E1)</b>
<b>Unit 1:</b> 27J, 45J, 61J, 81J, 93J, 111J  <b>Unit 2:</b> 125J, 133J, 145J, 163J, 181J, 195J  <b>Unit 3:</b> 213J, 223J, 237J, 249J, 259J, 269J  <b>Unit 4:</b> 25J, 35J, 47J, 55J, 71J, 93J, 105J  <b>Unit 5:</b> 117J, 127J, 143J, 155J, 165J, 179J, 193J  <b>Unit 6:</b> 203J, 213J, 233J, 247J, 261J, 283J, 295J

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>29a. Use standard English punctuation, including: Commas to separate phrases in a series. (ELA-3-E2)</b>
<b>Unit 2:</b> 125F, 125G, 125H, 125I, 125J, 133F, 133G, 133H, 195F, 195G, 195H
<b>Unit 4:</b> 25h, 25I, 25J, 47H, 47I, 47J
<b>Unit 5:</b> 117G, 117H, 143F, 143G, 143H, 143J, 193F, 193G
<b>Unit 6:</b> 203F, 203G, 203H, 203J, 247F, 247G, 247H, 247I, 247J, 283F, 283G, 283H, 283I, 283J, 295F, 295G, 295H

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>29b. Use standard English punctuation, including: Commas to separate parts of addresses. (ELA-3-E2)</b>
<b>Unit 2:</b> 125F, 125G, 125H, 125I, 125J, 133F, 133G, 133H, 195F, 195G, 195H
<b>Unit 4:</b> 25h, 25I, 25J, 47H, 47I, 47J
<b>Unit 5:</b> 117G, 117H, 143F, 143G, 143H, 143J, 193F, 193G
<b>Unit 6:</b> 203F, 203G, 203H, 203J, 247F, 247G, 247H, 247I, 247J, 283F, 283G, 283H, 283I, 283J, 295F, 295G, 295H

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>30. Capitalize the first word in direct quotations and proper adjectives (e.g., American, flag, Mexican food). (ELA-3-E2)</b>
<b>Unit 1:</b> 14N, 27F, 27G, 27H, 93H, 93I, 93J, 111H
<b>Unit 2:</b> 114N, 125J, 126N, 133J, 136N, 145J, 148N, 163E, 163F, 163G, 163H, 163J, 166N, 181, 182N, 195J
<b>Unit 3:</b> 198N, 213J, 216N, 223Jm 224N, 237J, 240N, 249J, 250N, 259J, 260N, 269J
<b>Unit 4:</b> 25H, 25I, 25J, 35J, 47H, 47I, 47J, 55H, 55I, 55J, 93J, 105H, 105I, 105J
<b>Unit 5:</b> 117J, 127J, 143J, 155F, 155G, 155H, 155J, 165F, 165G, 165H, 165J, 179F, 179G, 179H, 179J, 193F, 193G, 193H, 193J
<b>Unit 6:</b> 203J, 213J, 233F, 233G, 233H, 233J, 247F, 247G, 247H, 247I, 247J, 261J, 283F, 283G, 283H, 283I, 283J, 295F, 295G, 295H, 295J

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>31a. Write using standard English structure and usage, including: Avoiding run-on sentences. (ELA-3-E3)</b>
<b>Unit 1:</b> 93F, 93G, 93H, 111F, 111G, 111H

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>31b. Write using standard English structure and usage, including: Using verbs in the future tense. (ELA-3-E3)</b>
<b>Unit 1:</b> 61E, 61F, 61G, 61H, 64K, 64L, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 81E, 81F, 81G, 81H, 111F, 111G, 111H
<b>Unit 3:</b> 237E, 237F, 237G, 237H, 269G, 269H
<b>Unit 4:</b> 71F, 71G, 71H, 105F, 105G, 105H
<b>Unit 6:</b> 233F, 261F, 261G, 261H

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>31c. Write using standard English structure and usage, including: Making subjects and verbs agree in sentences with simple and compound subjects and predicates. (ELA-3-E3)</b>
<b>Unit 1:</b> 61F, 61G, 61H, 81F, 81G, 81H, 81I, 111F, 111G, 111H
<b>Unit 3:</b> 237F, 237G, 237H, 269F, 269G, 269H
<b>Unit 4:</b> 35F, 35G, 35H, 105F, 105G, 105H
<b>Unit 5:</b> 117F, 117G, 117H, 193F, 193G, 193H
<b>Unit 6:</b> 233F, 233G, 233H, 261F, 261G, 261H, 283F, 283G, 283H, 295F, 295G, 295H

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>32a. Write using standard English structure and usage, including: Using standard future verb tenses. (ELA-3-E4)</b>
<b>Unit 1:</b> 61E, 61F, 61G, 61H, 64K, 64L, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 81E, 81F, 81G, 81H, 111F, 111G, 111H
<b>Unit 3:</b> 237E, 237F, 237G, 237H, 269G, 269H
<b>Unit 4:</b> 71F, 71G, 71H, 105F, 105G, 105H
<b>Unit 6:</b> 233F, 261F, 261G, 261H

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>32b. Write using standard English structure and usage, including: Using a variety of conjunctions, such as although, since, until, and while, in constructing sentences. (ELA-3-E4)</b>
<b>Unit 2:</b> 125H
<b>Unit 4:</b> 105D
<b>Unit 5:</b> 127G

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>32c. Write using standard English structure and usage, including: Using correct forms of possessive pronouns, singular nouns, transitional words, and prepositions. (ELA-3-E4)</b>
<b>Unit 1:</b> 45E, 45F, 45G, 45H
<b>Unit 4:</b> 55E, 55F, 55G, 55H
<b>Unit 6:</b> 213F, 213G, 213H

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>32d. Write using standard English structure and usage, including: Identifying and using irregular plural nouns correctly. (ELA-3-E4)</b>
<b>Unit 1:</b> 28K, 28L, 31, 34, 40, 41, 82K, 88
<b>Unit 3:</b> 216K, 216L, 249E, 249F, 249G, 249H

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>32e. Write using standard English structure and usage, including: Using first-, second-, and third-person pronouns correctly. (ELA-3-E4)</b>
<b>Unit 1:</b> 45E, 45F, 45G, 45H
<b>Unit 4:</b> 55E, 55F, 55G, 55H

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>32f. Write using standard English structure and usage, including: Selecting and using adverbs that modify according to time, place, manner, and degree. (ELA-3-E4)</b>
<b>Unit 4:</b> 93E, 93F, 93G, 93H

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>32g. Write using standard English structure and usage, including: Identify and using irregular verb tenses. (ELA-3-E4)</b>
<b>Unit 1:</b> 61E, 61F, 61G, 61H, 64K, 64L, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 81E, 81F, 81G, 81H, 111F, 111G, 111H
<b>Unit 3:</b> 237E, 237F, 237G, 237H, 269G, 269H
<b>Unit 4:</b> 71F, 71G, 71H, 105F, 105G, 105H
<b>Unit 6:</b> 233F, 261F, 261G, 261H

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>33a. Spell grade-appropriate words, including: Multisyllabic words made up of both base words and roots and common prefixes and suffixes. (ELA-3-E5)</b>
<p><b>Unit 1:</b> 14N, 27E, 27F, 27G, 27H, 27I, 27J, 28N, 45E, 45F, 45G, 45H, 45I, 45J, 48N, 61E, 61F, 61G, 61H, 61I, 61J, 64N, 81E, 81F, 81G, 81H, 81I, 81J, 82N, 93E, 93F, 93G, 93H, 93I, 93J, 94N, 111E, 111F, 111G, 111H, 111I, 111J</p> <p><b>Unit 2:</b> 114N, 125E, 125F, 125G, 125H, 125I, 125J, 126N, 133E, 133F, 133G, 133H, 133I, 133J, 136N, 145E, 145F, 145G, 145H, 145I, 145J, 148N, 163E, 163F, 163G, 163H, 163I, 163J, 166N, 181E, 181F, 181G, 181H, 181I, 181J, 182N, 195E, 195F, 195G, 195H, 195I, 195J</p> <p><b>Unit 3:</b> 198N, 213E, 213F, 213G, 213H, 213I, 213J, 216N, 223E, 223F, 223G, 223H, 223I, 223J, 224N, 237E, 237F, 237G, 237H, 237I, 237J, 240N, 249E, 249F, 249G, 249H, 249I, 249J, 250N, 259E, 259F, 259G, 259H, 259I, 259J, 260N, 269E, 269F, 269G, 269H, 269I, 269J</p> <p><b>Unit 4:</b> 25E, 25F, 25G, 25H, 25I, 25J, 35E, 35F, 35G, 35H, 35I, 35J, 47E, 47F, 47G, 47H, 47I, 47J, 55E, 55F, 55G, 55H, 55I, 55J, 71E, 71F, 71G, 71H, 71I, 71J, 93E, 93F, 93G, 93H, 93I, 93J, 105E, 105F, 105G, 105H, 105I, 105J</p> <p><b>Unit 5:</b> 117E, 117F, 117G, 117H, 117I, 117J, 127E, 127F, 127G, 127H, 127I, 127J, 143E, 143F, 143G, 143H, 143I, 143J, 155E, 155F, 155G, 155H, 155I, 155J, 165E, 165F, 165G, 165H, 165I, 165J, 179E, 179F, 179G, 179H, 179I, 179J, 193E, 193F, 193G, 193H, 193I, 193J</p> <p><b>Unit 6:</b> 203E, 203F, 203G, 203H, 203I, 203J, 213E, 213F, 213G, 213H, 213I, 213J, 233E, 233F, 233G, 233H, 233I, 233J, 247E, 247F, 247G, 247H, 247I, 247J, 261E, 261F, 261G, 261H, 261I, 261J, 283E, 283F, 283G, 283H, 283I, 283J, 295E, 295F, 295G, 295H, 295I, 295J</p>

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>33b. Spell grade-appropriate words, including: Compound words. (ELA-3-E5)</b>
<p><b>Unit 1:</b> 14N, 27E, 27F, 27G, 27H, 27I, 27J, 28N, 45E, 45F, 45G, 45H, 45I, 45J, 48N, 61E, 61F, 61G, 61H, 61I, 61J, 64N, 81E, 81F, 81G, 81H, 81I, 81J, 82N, 93E, 93F, 93G, 93H, 93I, 93J, 94N, 111E, 111F, 111G, 111H, 111I, 111J</p> <p><b>Unit 2:</b> 114N, 125E, 125F, 125G, 125H, 125I, 125J, 126N, 133E, 133F, 133G, 133H, 133I, 133J, 136N, 145E, 145F, 145G, 145H, 145I, 145J, 148N, 163E, 163F, 163G, 163H, 163I, 163J, 166N, 181E, 181F, 181G, 181H, 181I, 181J, 182N, 195E, 195F, 195G, 195H, 195I, 195J</p> <p><b>Unit 3:</b> 198N, 213E, 213F, 213G, 213H, 213I, 213J, 216N, 223E, 223F, 223G, 223H, 223I, 223J, 224N, 237E, 237F, 237G, 237H, 237I, 237J, 240N, 249E, 249F, 249G, 249H, 249I, 249J, 250N, 259E, 259F, 259G, 259H, 259I, 259J, 260N, 269E, 269F, 269G, 269H, 269I, 269J</p> <p><b>Unit 4:</b> 25E, 25F, 25G, 25H, 25I, 25J, 35E, 35F, 35G, 35H, 35I, 35J, 47E, 47F, 47G, 47H, 47I, 47J, 55E, 55F, 55G, 55H, 55I, 55J, 71E, 71F, 71G, 71H, 71I, 71J, 93E, 93F, 93G, 93H, 93I, 93J, 105E, 105F, 105G, 105H, 105I, 105J</p> <p><b>Unit 5:</b> 117E, 117F, 117G, 117H, 117I, 117J, 127E, 127F, 127G, 127H, 127I, 127J, 143E, 143F, 143G, 143H, 143I, 143J, 155E, 155F, 155G, 155H, 155I, 155J, 165E, 165F, 165G, 165H, 165I, 165J, 179E, 179F, 179G, 179H, 179I, 179J, 193E, 193F, 193G, 193H, 193I, 193J</p> <p><b>Unit 6:</b> 203E, 203F, 203G, 203H, 203I, 203J, 213E, 213F, 213G, 213H, 213I, 213J, 233E, 233F, 233G, 233H, 233I, 233J, 247E, 247F, 247G, 247H, 247I, 247J, 261E, 261F, 261G, 261H, 261I, 261J, 283E, 283F, 283G, 283H, 283I, 283J, 295E, 295F, 295G, 295H, 295I, 295J</p>

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>33c. Spell grade-appropriate words, including: Common homophones. (ELA-3-E5)</b>
<p><b>Unit 1:</b> 14N, 27E, 27F, 27G, 27H, 27I, 27J, 28N, 45E, 45F, 45G, 45H, 45I, 45J, 48N, 61E, 61F, 61G, 61H, 61I, 61J, 64N, 81E, 81F, 81G, 81H, 81I, 81J, 82N, 93E, 93F, 93G, 93H, 93I, 93J, 94N, 111E, 111F, 111G, 111H, 111I, 111J</p> <p><b>Unit 2:</b> 114N, 125E, 125F, 125G, 125H, 125I, 125J, 126N, 133E, 133F, 133G, 133H, 133I, 133J, 136N, 145E, 145F, 145G, 145H, 145I, 145J, 148N, 163E, 163F, 163G, 163H, 163I, 163J, 166N, 181E, 181F, 181G, 181H, 181I, 181J, 182N, 195E, 195F, 195G, 195H, 195I, 195J</p> <p><b>Unit 3:</b> 198N, 213E, 213F, 213G, 213H, 213I, 213J, 216N, 223E, 223F, 223G, 223H, 223I, 223J, 224N, 237E, 237F, 237G, 237H, 237I, 237J, 240N, 249E, 249F, 249G, 249H, 249I, 249J, 250N, 259E, 259F, 259G, 259H, 259I, 259J, 260N, 269E, 269F, 269G, 269H, 269I, 269J</p> <p><b>Unit 4:</b> 25E, 25F, 25G, 25H, 25I, 25J, 35E, 35F, 35G, 35H, 35I, 35J, 47E, 47F, 47G, 47H, 47I, 47J, 55E, 55F, 55G, 55H, 55I, 55J, 71E, 71F, 71G, 71H, 71I, 71J, 93E, 93F, 93G, 93H, 93I, 93J, 105E, 105F, 105G, 105H, 105I, 105J</p> <p><b>Unit 5:</b> 117E, 117F, 117G, 117H, 117I, 117J, 127E, 127F, 127G, 127H, 127I, 127J, 143E, 143F, 143G, 143H, 143I, 143J, 155E, 155F, 155G, 155H, 155I, 155J, 165E, 165F, 165G, 165H, 165I, 165J, 179E, 179F, 179G, 179H, 179I, 179J, 193E, 193F, 193G, 193H, 193I, 193J</p> <p><b>Unit 6:</b> 203E, 203F, 203G, 203H, 203I, 203J, 213E, 213F, 213G, 213H, 213I, 213J, 233E, 233F, 233G, 233H, 233I, 233J, 247E, 247F, 247G, 247H, 247I, 247J, 261E, 261F, 261G, 261H, 261I, 261J, 283E, 283F, 283G, 283H, 283I, 283J, 295E, 295F, 295G, 295H, 295I, 295J</p>

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>34. Follow common spelling generalizations, including qu-, consonant doubling, and changing –y to –i. (ELA-3-E5)</b>
<p><b>Unit 1:</b> 14N, 27E, 27F, 27G, 27H, 27I, 27J, 28N, 45E, 45F, 45G, 45H, 45I, 45J, 48N, 61E, 61F, 61G, 61H, 61I, 61J, 64N, 81E, 81F, 81G, 81H, 81I, 81J, 82N, 93E, 93F, 93G, 93H, 93I, 93J, 94N, 111E, 111F, 111G, 111H, 111I, 111J</p> <p><b>Unit 2:</b> 114N, 125E, 125F, 125G, 125H, 125I, 125J, 126N, 133E, 133F, 133G, 133H, 133I, 133J, 136N, 145E, 145F, 145G, 145H, 145I, 145J, 148N, 163E, 163F, 163G, 163H, 163I, 163J, 166N, 181E, 181F, 181G, 181H, 181I, 181J, 182N, 195E, 195F, 195G, 195H, 195I, 195J</p> <p><b>Unit 3:</b> 198N, 213E, 213F, 213G, 213H, 213I, 213J, 216N, 223E, 223F, 223G, 223H, 223I, 223J, 224N, 237E, 237F, 237G, 237H, 237I, 237J, 240N, 249E, 249F, 249G, 249H, 249I, 249J, 250N, 259E, 259F, 259G, 259H, 259I, 259J, 260N, 269E, 269F, 269G, 269H, 269I, 269J</p> <p><b>Unit 4:</b> 25E, 25F, 25G, 25H, 25I, 25J, 35E, 35F, 35G, 35H, 35I, 35J, 47E, 47F, 47G, 47H, 47I, 47J, 55E, 55F, 55G, 55H, 55I, 55J, 71E, 71F, 71G, 71H, 71I, 71J, 93E, 93F, 93G, 93H, 93I, 93J, 105E, 105F, 105G, 105H, 105I, 105J</p> <p><b>Unit 5:</b> 117E, 117F, 117G, 117H, 117I, 117J, 127E, 127F, 127G, 127H, 127I, 127J, 143E, 143F, 143G, 143H, 143I, 143J, 155E, 155F, 155G, 155H, 155I, 155J, 165E, 165F, 165G, 165H, 165I, 165J, 179E, 179F, 179G, 179H, 179I, 179J, 193E, 193F, 193G, 193H, 193I, 193J</p> <p><b>Unit 6:</b> 203E, 203F, 203G, 203H, 203I, 203J, 213E, 213F, 213G, 213H, 213I, 213J, 233E, 233F, 233G, 233H, 233I, 233J, 247E, 247F, 247G, 247H, 247I, 247J, 261E, 261F, 261G, 261H, 261I, 261J, 283E, 283F, 283G, 283H, 283I, 283J, 295E, 295F, 295G, 295H, 295I, 295J</p>

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>39b. Tell a complex story that includes the following: Ideas and details organized chronologically. (ELA-4-E3)</b>
<b>Unit 1:</b> 111I
<b>Unit 2:</b> 195I
<b>Unit 3:</b> 213I
<b>Unit 4:</b> 93I
<b>Unit 5:</b> 179I

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>41. Clarify and enhance oral presentations through the use of appropriate props (E.g., objects, pictures, charts). (ELA-4-E4)</b>
<b>Unit 2:</b> 123F, 131F, 163I
<b>Unit 3:</b> 221E, 235F, 259A
<b>Unit 4:</b> 45E, 105A
<b>Unit 5:</b> 115F, 125E, 125F, 141F, 191F
<b>Unit 6:</b> 201F, 211F, 233A

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>42a. Use active listening strategies, including: Asking questions and responding to ideas/opinions. (ELA-4-E5)</b>
<b>Unit 1:</b> 27E, 27I, 45E, 45I, 46, 47
<b>Unit 2:</b> 133, 134, 135E, 135I, 146, 147, 164, 165, 181D, 181E, 181I
<b>Unit 3:</b> 214, 215B, 269E, 269I, 270, 271
<b>Unit 4:</b> 23E, 25I, 35A, 35I, 36, 37
<b>Unit 5:</b> 117D, 117E, 117I, 118, 119, 141C, 144, 145, 165I, 166, 167
<b>Unit 6:</b> 201F, 203C, 211F, 213A, 214, 215 231F, 233D, 248, 249, 293E, 295I

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>42b. Use active listening strategies, including: Giving oral responses, such as explanations or written and/or spoken texts. (ELA-4-E5)</b>
<b>Unit 1:</b> 27E, 27I, 45E, 45I, 46, 47
<b>Unit 2:</b> 133, 134, 135E, 135I, 146, 147, 164, 165, 181D, 181E, 181I
<b>Unit 3:</b> 214, 215B, 269E, 269I, 270, 271
<b>Unit 4:</b> 23E, 25I, 35A, 35I, 36, 37
<b>Unit 5:</b> 117D, 117E, 117I, 118, 119, 141C, 144, 145, 165I, 166, 167
<b>Unit 6:</b> 201F, 203C, 211F, 213A, 214, 215 231F, 233D, 248, 249, 293E, 295I



<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>43. Compare ideas and points of view from a variety of media, including television, video, music, the Web, charts, and print materials. (ELA-4-E6)</b>
<b>Unit 1:</b> 45D <b>Unit 2:</b> 133D, 145C <b>Unit 3:</b> 221C, 223D <b>Unit 4:</b> 25D, 45D, 55I, 71D <b>Unit 5:</b> 155I <b>Unit 6:</b> 261D, 231D, 281D

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>44. Assume the role of discussion leader, contributor, and active listener. (ELA-4-E7)</b>
<b>Unit 1:</b> 27H, 45A, 45I, 61A, 61C, 81A, 93A, 109A, 109C, 111A, 111I  <b>Unit 2:</b> 118, 125A, 125I, 126, 128, 130, 131F, 133A, 138, 145A, 145H, 148, 150, 160, 161A, 161C, 170, 179A, 181I, 192, 195A, 195H  <b>Unit 3:</b> 200, 204, 206, 208, 211C, 211E, 213A, 223A, 226, 232, 234, 237A, 254, 259I, 264, 269I  <b>Unit 4:</b> 16, 22, 23E, 25C, 30, 42, 44, 47A, 74, 80, 91A, 93A, 103A, 105G  <b>Unit 5:</b> 108, 115F, 117A, 120, 125C, 125F, 127C, 141D, 143A, 145B, 148, 153A, 165I, 179I  <b>Unit 6:</b> 198, 201F, 210, 211F, 215B, 218, 224, 230, 261I

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>45a. Locate information using organizational features of a variety of resources, including: Electronic information such as pull-down menus, icons, keyword searches, passwords, and entry menu features. (ELA-5-E1)</b>
<b>Unit 1:</b> 25F, 43F, 45D, 59F, 79F, 81A, 93A, 93C, 109F, 111A, 111C  <b>Unit 2:</b> 123F, 125D, 131F, 133D, 143F, 145C, 161E, 161F, 163H, 163C, 163D, 179F, 181D  <b>Unit 3:</b> 211E, 213D, 221F, 223D, 235F, 237C, 247F, 249C, 259C, 257F, 259C, 267F, 269C  <b>Unit 4:</b> 23E, 23F, 33F, 45D, 53F, 58C, 69F, 71A, 71D, 91F, 93A, 93C, 103F, 105A, 105C  <b>Unit 5:</b> 115F, 125E, 125F, 127A, 127D, 141D, 141F, 153E, 155C, 155D, 163F, 165A, 165C, 177F, 179A, 191F, 193A, 193C  <b>Unit 6:</b> 203A, 203B, 203C, 211F, 213C, 231F, 233A, 245F, 247C, 259F, 261A, 261C, 261D, 281F, 283A, 283D, 295A, 295C, 293F, 295D, 245E, 283A

<b>English Language Arts</b>
<b>Unit 3: Write On Target</b>
<b>51. Use simple bibliographic information to cite source. (ELA-5-E5)</b>
<b>Unit 1:</b> 45D  <b>Unit 2:</b> 133D  <b>Unit 3:</b> 223D  <b>Unit 4:</b> 25D, 71D  <b>Unit 5:</b> 155D  <b>Unit 6:</b> 261D

## Unit 4: Resource Round-Up

### English Language Arts

#### Unit 4: Resource Round-Up

##### 7. Adjust speed of reading to accomplish a purpose based in text complexity. (ELA-1-E3)

**Unit 1:** 14N, 14Q, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28N, 28Q, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48N, 48Q, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 64N, 64Q, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82N, 82Q, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94N, 94Q, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 111P

**Unit 2:** 114N, 114Q, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126N, 126Q, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136N, 136Q, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 148N, 148Q, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166N, 166Q, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182N, 182Q, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195P

**Unit 3:** 198N, 198Q, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216N, 216Q, 216, 217, 218, 219, 220, 221, 222, 223, 224N, 224Q, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240N, 240Q, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250N, 250Q, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260N, 260Q, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 271F

**Unit 4:** 14L, 14O, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26O, 26, 27, 28, 29, 30, 31, 32, 33, 34, 25, 26, 27, 38L, 38O, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48L, 48O, 48, 49, 50, 51, 52, 53, 54, 55, 58L, 58O, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72L, 72O, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94L, 94O, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 105P

**Unit 5:** 108O, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120O, 120, 121, 122, 123, 124, 125, 126, 127, 128O, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146O, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 158O, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168O, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180O, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195F

**Unit 6:** 198O, 198, 199, 200, 201, 202, 203, 204O, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216O, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 236O, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250O, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262O, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284O, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 295P

### English Language Arts

#### Unit 4: Resource Round-Up

##### 11. Connect ideas, events, and information identified in grade-appropriate texts to prior knowledge and life experiences in oral and written responses. (ELA-1-E6)

**Unit 1:** 25C

**Unit 2:** 174

**Unit 3:** 210, 260O, 262, 266

**Unit 4:** 20, 26, 45C, 58M, 60, 78, 84, 88

**Unit 5:** 122, 130, 136, 158M, 166182

**Unit 6:** 266, 288

<b>English Language Arts</b>
<b>Unit 4: Resource Round-Up</b>
<b>13. Read texts, chapter books, and informational materials silently at independent reading level. (ELA-1-E7)</b>
<p><b>Unit 1:</b> 14D, 14E, 14F, 14G, 14H, 25, 28D, 28E, 28F, 28G, 28H, 28L, 43, 48D, 48E, 49F, 49G, 48H, 48L, 59, 64D, 64E, 64F, 64G, 64H, 64L, 82D, 82E, 82F, 82G, 82H, 82L, 91, 94D, 94E, 94F, 94G, 95H, 94L, 109</p> <p><b>Unit 2:</b> 114D, 114E, 114F, 114G, 114H, 114L, 123, 126D, 126E, 126F, 126G, 126H, 126L, 131, 136D, 136E, 136F, 136H, 136L, 136L, 143, 148D, 148E, 148F, 148G, 148H, 148L, 148N, 161, 166D, 166E, 166F, 166G, 166H, 166L, 179, 182D, 182E, 182F, 182G, 182H, 182L, 182M, 182N, 193</p> <p><b>Unit 3:</b> 198D, 198E, 198F, 1978G, 198H, 198L, 211, 216D, 216E, 216F, 216G, 216H, 216L, 221, 224 224D, 234E, 234F, 234G, 234H, 224L, 240D, 240E, 240F, 240G, 240H, 240L, 241, 247E, 250D, 250E, 250F, 250G, 250H, 250L, 257, 260D, 260E, 260F, 260G, 260H, 260L, 267</p> <p><b>Unit 4:</b> 14D, 14E, 14F, 14G, 14H, 14K, 22, 26D, 26E, 26F, 26G, 26H, 26K, 33, 38D, 38E, 38F, 38G, 38H, 38L, 45, 48D, 48E, 48F, 48G, 48H, 48L, 55, 58D, 58E, 58F, 58H, 58H, 58L, 69, 72D, 72E, 72F, 72G, 72H, 72L, 91, 94D, 94E, 94F, 94G, 94H, 94L, 103</p> <p><b>Unit 5:</b> 108D, 108E, 108F, 108G, 108H, 108L, 115, 120K, 120D, 120E, 120F, 120G, 120H, 125, 128D, 128E, 128F, 128G, 128H, 128L, 141, 146D, 146E, 146F, 146H, 146H, 146K, 153, 158D, 158E, 158F, 158G, 158H, 158L, 163, 168D, 168E, 168F, 168G, 168H, 168L, 177, 180D, 180E, 180F, 180G, 180H, 180L, 191</p> <p><b>Unit 6:</b> 198D, 198E, 198F, 198G, 198H, 198L 201, 204D, 204E, 204F, 204G, 204H, 204L, 211 216D, 216E, 216F, 216G, 216H, 216L, 231, 236D, 236E, 236F, 236G, 236H, 236K, 245, 250D, 250E, 250F, 250G, 250H, 259, 262D, 262E, 262F, 262G, 262H, 262K, 281, 284D, 284E, 284F, 284G, 284H, 284L, 293</p>

<b>English Language Arts</b>
<b>Unit 4: Resource Round-Up</b>
<b>17b. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Making predictions using information from texts. (ELA-7-E1)</b>
<p><b>Unit 2:</b> 120, 140, 142</p> <p><b>Unit 3:</b> 216, 218, 230, 256</p> <p><b>Unit 4:</b> 23C, 64, 102</p> <p><b>Unit 5:</b> 110, 112, 138, 140, 162, 174, 190</p> <p><b>Unit 6:</b> 222, 226, 228, 252, 254, 268, 270</p>

<b>English Language Arts</b>
<b>Unit 4: Resource Round-Up</b>
<b>17c. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Making simple inferences and drawing conclusions about information in texts. (ELA-7-E1)</b>
<p><b>Unit 1:</b> 59E, 79D, 109</p> <p><b>Unit 2:</b> 127, 129, 131C, 131</p> <p><b>Unit 3:</b> 225, 227, 229, 231, 233, 235, 235C, 235D</p> <p><b>Unit 4:</b> 15, 17, 19, 21, 23, 53, 59, 61, 63, 91A, 95, 97, 99, 101, 103</p> <p><b>Unit 5:</b> 153, 177</p> <p><b>Unit 6:</b> 217, 219, 221, 223, 225, 227, 229, 231, 231C, 231D, 259, 285, 287, 289, 291, 293, 293C, 293D</p>

<b>English Language Arts</b>
<b>Unit 4: Resource Round-Up</b>
<b>17e. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Identifying main ideas of texts. (ELA-7-E1)</b>
<b>Unit 1:</b> 83, 85, 87, 89, 91C, 91D
<b>Unit 2:</b> 161
<b>Unit 4:</b> 31, 39, 41, 43, 45
<b>Unit 5:</b> 153, 155, 169, 171, 173, 175, 177
<b>Unit 6:</b> 245, 263, 265, 267, 281C, 281D

<b>English Language Arts</b>
<b>Unit 4: Resource Round-Up</b>
<b>18. Explain chosen solutions to problems in texts. (ELA-7-E2)</b>
<b>Unit 1:</b> 25A, 28P, 43A, 48O, 59A, 65, 79A, 82O, 91, 94O, 95, 97, 99, 101, 103, 105, 107, 109
<b>Unit 2:</b> 114O, 123A, 126O, 131A, 136O, 143A, 148O, 149, 151, 153, 155, 157, 159, 161, 161A, 161C, 163A, 166O, 179, 182O
<b>Unit 3:</b> 298O, 211A, 216O, 221A, 224O, 235A, 240O, 241, 243, 245, 247, 247A, 247C, 250O, 257A, 250O, 267A, 269D
<b>Unit 4:</b> 14M, 23A, 26M, 33A, 38M, 45A, 48M, 53, 58M, 69A, 72M, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 91A, 91B, 94M, 95, 97, 99, 101, 103, 103A, 103B
<b>Unit 5:</b> 108M, 115A, 120M, 125A, 128M, 141A, 146M, 146, 153A, 158M, 159, 161, 163, 168M, 177A, 180M, 181, 183, 185
<b>Unit 6:</b> 198M, 201A, 204M, 211A, 216M, 231A, 236M, 240, 242, 244, 245, 250M, 259, 259A, 262M, 262, 259, 271, 273, 275, 277, 279, 281, 281A, 284M, 293, 293A

<b>English Language Arts</b>
<b>Unit 4: Resource Round-Up</b>
<b>19. Identify an author's purpose for writing, including persuading, entertaining, and informing. (ELA-7-E3)</b>
<b>Unit 2:</b> 183, 185, 187, 189, 191, 193, 193C
<b>Unit 3:</b> 199, 201, 203, 205, 207, 209, 211
<b>Unit 4:</b> 49, 51, 53, 53C
<b>Unit 5:</b> 121, 123, 125, 129, 131, 133, 135, 137, 139, 141, 141C, 141D
<b>Unit 6:</b> 237, 239, 241, 243, 245

<b>English Language Arts</b>
<b>Unit 4: Resource Round-Up</b>
<b>20. Explain the author’s viewpoint using information from the text. (ELA-7-E3)</b>
<b>Unit 2:</b> 126A, 148A, 193D
<b>Unit 3:</b> 267D
<b>Unit 4:</b> 38A, 53D
<b>Unit 5:</b> 125D, 146A, 191D
<b>Unit 6:</b> 211D, 281D, 281E

<b>English Language Arts</b>
<b>Unit 4: Resource Round-Up</b>
<b>21a. Apply basic reasoning skills, including: Identifying differences between fact and opinion. (ELA-7-E4)</b>
<b>Unit 4:</b> 25H
<b>Unit 5:</b> 141C, 141D, 159, 161, 163, 163C, 163D
<b>Unit 6:</b> 207, 209, 211, 211C, 211D

<b>English Language Arts</b>
<b>Unit 4: Resource Round-Up</b>
<b>21b. Apply basic reasoning skills, including: Skimming and scanning texts to locate specific information. (ELA-7-E4)</b>
<b>Unit 1:</b> 14N, 14Q, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28N, 28Q, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48N, 48Q, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 64N, 64Q, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82N, 82Q, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94N, 94Q, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 111P
<b>Unit 2:</b> 114N, 114Q, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126N, 126Q, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136N, 136Q, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 148N, 148Q, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166N, 166Q, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182N, 182Q, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195P
<b>Unit 3:</b> 198N, 198Q, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216N, 216Q, 216, 217, 218, 219, 220, 221, 222, 223, 224N, 224Q, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240N, 240Q, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250N, 250Q, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260N, 260Q, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 271F
<b>Unit 4:</b> 14L, 14O, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26O, 26, 27, 28, 29, 30, 31, 32, 33, 24, 25, 26, 27, 38L, 38O, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48L, 48O, 48, 49, 50, 51, 52, 53, 54, 55, 58L, 58O, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72L, 72O, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94L, 94O, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 105P
<b>Unit 5:</b> 108O, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120O, 120, 121, 122, 123, 124, 125, 126, 127, 128O, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146O, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 158O, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168O, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180O, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195F
<b>Unit 6:</b> 198O, 198, 199, 200, 201, 202, 203, 204O, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216O, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 236O, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250O, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262O, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284O, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 295P

<b>English Language Arts</b>
<b>Unit 4: Resource Round-Up</b>
<b>21d. Apply basic reasoning skills, including: Raising questions to obtain clarification and/or direct investigation. (ELA-7-E4)</b>
<b>Unit 1:</b> 25A, 43A, 47, 59A, 74A, 79A, 109A <b>Unit 2:</b> 123A, 131A, 135, 143A, 161A, 165, 179A, 193A <b>Unit 3:</b> 211A, 221A, 235A, 247A, 257A, 267A <b>Unit 4:</b> 23A, 33A, 45A, 53A, 69A, 91A, 103A <b>Unit 5:</b> 115A, 125A, 141A, 153A, 163A, 177A, 191A <b>Unit 6:</b> 201A, 211A, 231A, 245A, 259A, 281A, 293A

<b>English Language Arts</b>
<b>Unit 4: Resource Round-Up</b>
<b>21e. Apply basic reasoning skills, including: Connecting what is learned to real-life situations. (ELA-7-E4)</b>
<b>Unit 1:</b> 25C <b>Unit 2:</b> 174 <b>Unit 3:</b> 210, 260O, 262, 266 <b>Unit 4:</b> 20, 26, 45C, 58M, 60, 78, 84, 88 <b>Unit 5:</b> 122, 130, 136, 158M, 166182 <b>Unit 6:</b> 266, 288

<b>English Language Arts</b>
<b>Unit 4: Resource Round-Up</b>
<b>22a. Write compositions of two or more paragraphs that are organized with the following: A central idea. (ELA-2-E1)</b>
<b>Unit 2:</b> 125G, 125H, 125I, 133G, 145G, 163F, 163H, 195H <b>Unit 3:</b> 213H, 237H <b>Unit 4:</b> 25I, 55H <b>Unit 6:</b> 283G

<b>English Language Arts</b>
<b>Unit 4: Resource Round-Up</b>
<b>22b. Write compositions of two or more paragraphs that are organized with the following: A logical, sequential order. (ELA-2-E1)</b>
<b>Unit 2:</b> 125G, 125H, 125I, 133G, 145G, 163F, 163H, 195H <b>Unit 3:</b> 213H, 237H <b>Unit 4:</b> 25I, 55H <b>Unit 6:</b> 283G

<b>English Language Arts</b>
<b>Unit 4: Resource Round-Up</b>
<b>22c. Write compositions of two or more paragraphs that are organized with the following: Supporting details that develop ideas. (ELA-2-E1)</b>
<b>Unit 2:</b> 125G, 125H, 125I, 133G, 145G, 163F, 163H, 195H
<b>Unit 3:</b> 213H, 237H
<b>Unit 4:</b> 25I, 55H
<b>Unit 6:</b> 283G

<b>English Language Arts</b>
<b>Unit 4: Resource Round-Up</b>
<b>22d. Write compositions of two or more paragraphs that are organized with the following: Transitional words within and between paragraphs. (ELA-2-E1)</b>
<b>Unit 2:</b> 125G, 125H, 125I, 133G, 145G, 163F, 163H, 195H
<b>Unit 3:</b> 213H, 237H
<b>Unit 4:</b> 25I, 55H
<b>Unit 6:</b> 283G

<b>English Language Arts</b>
<b>Unit 4: Resource Round-Up</b>
<b>23. Incorporate grade-appropriate vocabulary and information when writing for an intended audience and/or purpose. (ELA-2-E2)</b>
<b>Unit 1:</b> 14P, 27E, 28P, 45E, 48P, 61E, 64P, 81E, 82P, 93E, 94P, 111E
<b>Unit 2:</b> 114P, 125E, 126P, 133E, 136P, 145E, 148P, 163E, 166P, 181E, 182P, 195E
<b>Unit 3:</b> 198P, 213E, 216P, 223E, 224P, 237E, 240P, 249E, 250P, 259E, 260P, 269E
<b>Unit 4:</b> 14N, 25E, 26N, 35E, 38N, 47E, 48N, 55E, 58N, 71E, 72N, 93E, 94N, 105E
<b>Unit 5:</b> 108N, 117E, 120N, 127E, 128N, 143E, 146N, 155E, 158N, 165E, 168N, 179E, 180N, 193E
<b>Unit 6:</b> 198N, 203E, 204N, 213E, 216N, 233E, 236N, 247E, 250N, 261E, 262N, 283E, 284N, 295E

<b>English Language Arts</b>
<b>Unit 4: Resource Round-Up</b>
<b>24a. Develop compositions of two or more paragraphs using writing processes such as the following: Selecting a topic. (ELA-2-E3)</b>
<b>Unit 1:</b> 27F, 27G, 27H, 27I, 27J
<b>Unit 2:</b> 125A, 125F, 125G, 133F, 133G, 145F, 163F, 163G, 181F, 181G, 195F, 195G
<b>Unit 3:</b> 213F, 213G, 223G, 237G, 249A, 249G, 259G, 269G
<b>Unit 4:</b> 25C, 25G, 35C, 35G, 47G, 55G, 71G, 93A, 93G, 105G
<b>Unit 5:</b> 117G, 127C, 127G, 143G, 155G, 165G, 179G, 193G
<b>Unit 6:</b> 203A, 203G, 213G, 233G, 247G, 261G, 283G, 295G

<b>English Language Arts</b>
<b>Unit 4: Resource Round-Up</b>
<b>24b. Develop compositions of two or more paragraphs using writing processes such as the following: Prewriting using strategies such as brainstorming, locating information, and generating graphic organizers. (ELA-2-E3)</b>
<b>Unit 1:</b> 27F, 27G, 27H, 27I, 27J
<b>Unit 2:</b> 125A, 125F, 125G, 133F, 133G, 145F, 163F, 163G, 181F, 181G, 195F, 195G
<b>Unit 3:</b> 213F, 213G, 223G, 237G, 249A, 249G, 259G, 269G
<b>Unit 4:</b> 25C, 25G, 35C, 35G, 47G, 55G, 71G, 93A, 93G, 105G
<b>Unit 5:</b> 117G, 127C, 127G, 143G, 155G, 165G, 179G, 193G
<b>Unit 6:</b> 203A, 203G, 213G, 233G, 247G, 261G, 283G, 295G

<b>English Language Arts</b>
<b>Unit 4: Resource Round-Up</b>
<b>24c. Develop compositions of two or more paragraphs using writing processes such as the following: Drafting. (ELA-2-E3)</b>
<b>Unit 1:</b> 61F, 61G, 61H, 16I, 61J
<b>Unit 2:</b> 125H, 133H, 145H, 163H, 181H, 195H
<b>Unit 3:</b> 213H, 223H, 237H, 249H, 259H, 269H
<b>Unit 4:</b> 25H, 35H, 47H, 55H, 71H, 93C, 93H, 105H
<b>Unit 5:</b> 117H, 127H, 143H, 155H, 165H, 179H, 193H
<b>Unit 6:</b> 203H, 213H, 233H, 247H, 261H, 283H, 295H

<b>English Language Arts</b>
<b>Unit 4: Resource Round-Up</b>
<b>24d. Develop compositions of two or more paragraphs using writing processes such as the following: Conferencing with teachers. (ELA-2-E3)</b>
<b>Unit 1:</b> 81F, 81G, 81H, 81I, 81J, 93F, 93G, 93H, 93I, 93J
<b>Unit 2:</b> 125F, 125G, 125H, 125I, 125J, 133F, 133G, 133H, 133I, 133J, 145F, 145G, 145H, 145I, 145J, 163F, 163G, 163H, 163I, 163J, 181F, 181G, 181H, 181I, 181J
<b>Unit 3:</b> 213H, 213I, 213J, 237I, 269I
<b>Unit 4:</b> 27I, 35I, 47I, 55I, 71I, 93I, 105I
<b>Unit 5:</b> 117I, 127I, 143I, 155I, 165I, 179I, 193I
<b>Unit 6:</b> 203I, 213I, 233I, 247I, 261I, 283I, 295I



<b>English Language Arts</b>
<b>Unit 4: Resource Round-Up</b>
<b>24e. Develop compositions of two or more paragraphs using writing processes such as the following: Revising and proofreading. (ELA-2-E3)</b>
<b>Unit 1:</b> 81F, 81G, 81H, 81I, 81J, 93F, 93G, 93H, 93I, 93J  <b>Unit 2:</b> 125F, 125G, 125H, 125I, 125J, 133F, 133G, 133H, 133I, 133J, 145F, 145G, 145H, 145I, 145J, 163F, 163G, 163H, 163I, 163J, 181F, 181G, 181H, 181I, 181J, 195J  <b>Unit 3:</b> 213H, 213I, 213J, 223J, 237I, 237J, 249J, 259J, 269I, 269J  <b>Unit 4:</b> 27I, 27J, 35I, 35J, 47I, 47J, 55I, 55J, 71I, 71J, 93I, 93J, 105I, 105J  <b>Unit 5:</b> 117I, 117J, 127I, 127J, 143I, 143J, 155I, 155J, 165I, 165J, 179I, 179J, 193I, 193J  <b>Unit 6:</b> 203I, 203J, 213I, 213J, 233I, 233J, 247I, 247J, 259C, 261I, 261J, 281D, 283I, 283J, 293D, 295I, 295J

<b>English Language Arts</b>
<b>Unit 4: Resource Round-Up</b>
<b>24f. Develop compositions of two or more paragraphs using writing processes such as the following: Creating a final draft for publication. (ELA-2-E3)</b>
<b>Unit 1:</b> 27E, 27J, 45E, 45J, 61E, 61J, 81E, 81J, 93E, 93J, 111E, 111J  <b>Unit 2:</b> 125E, 125J, 133E, 133J, 145E, 145J, 163E, 163J, 181E, 181J, 195E, 195J  <b>Unit 3:</b> 213E, 213J, 223E, 223J, 237E, 237J, 249E, 249J, 259E, 259J, 269E, 269J  <b>Unit 4:</b> 25E, 25J, 35E, 35J, 47E, 47J, 55E, 55J, 71E, 71J, 93E, 93J, 105E, 105J  <b>Unit 5:</b> 117E, 117J, 127E, 127J, 143E, 143J, 155E, 155J, 165E, 165J, 179E, 179J, 193E, 193J  <b>Unit 6:</b> 203E, 203J, 213E, 213J, 233E, 233J, 247E, 247J, 261E, 261J, 283E, 283J, 295E, 295J

<b>English Language Arts</b>
<b>Unit 4: Resource Round-Up</b>
<b>27b. Write for various purposes, including: Book reports and informational compositions that include main ideas and significant details from the text. (ELA-2-E6)</b>
<b>Unit 2:</b> 131C, 135A, 161D  <b>Unit 3:</b> 213H, 237H, 267E, 269H  <b>Unit 4:</b> 25F, 25G, 25H, 47G, 47H, 71H  <b>Unit 5:</b> 117G, 117H, 127F, 127G, 127H, 127I, 127J, 143F, 143G, 143H, 143I, 143J, 155G, 165F, 165G, 165H, 165I, 165J, 167A, 179F, 179G, 179H, 179I, 179J, 193G, 193G, 193H, 193I, 193J, 195A  <b>Unit 6:</b> 201C, 213F, 213G, 213H, 213I, 213J, 233F, 233G, 233H, 233I, 233J, 283F, 283G, 283H, 283I, 283J, 295F, 295G, 295H, 295I, 295J

<b>English Language Arts</b>
<b>Unit 4: Resource Round-Up</b>
<b>28. Write legibly in cursive or printed form, using standard margins and demonstrating appropriate spacing of letters, words, sentences, and paragraphs. (ELA-3-E1)</b>
<b>Unit 1:</b> 27J, 45J, 61J, 81J, 93J, 111J
<b>Unit 2:</b> 125J, 133J, 145J, 163J, 181J, 195J
<b>Unit 3:</b> 213J, 223J, 237J, 249J, 259J, 269J
<b>Unit 4:</b> 25J, 35J, 47J, 55J, 71J, 93J, 105J
<b>Unit 5:</b> 117J, 127J, 143J, 155J, 165J, 179J, 193J
<b>Unit 6:</b> 203J, 213J, 233J, 247J, 261J, 283J, 295J

<b>English Language Arts</b>
<b>Unit 4: Resource Round-Up</b>
<b>30. Capitalize the first word in direct quotations and proper adjectives (e.g., American, flag, Mexican food). (ELA-3-E2)</b>
<b>Unit 1:</b> 14N, 27F, 27G, 27H, 93H, 93I, 93J, 111H
<b>Unit 2:</b> 114N, 125J, 126N, 133J, 136N, 145J, 148N, 163E, 163F, 163G, 163H, 163J, 166N, 181, 182N, 195J
<b>Unit 3:</b> 198N, 213J, 216N, 223Jm 224N, 237J, 240N, 249J, 250N, 259J, 260N, 269J
<b>Unit 4:</b> 25H, 25I, 25J, 35J, 47H, 47I, 47J, 55H, 55I, 55J, 93J, 105H, 105I, 105J
<b>Unit 5:</b> 117J, 127J, 143J, 155F, 155G, 155H, 155J, 165F, 165G, 165H, 165J, 179F, 179G, 179H, 179J, 193F, 193G, 193H, 193J
<b>Unit 6:</b> 203J, 213J, 233F, 233G, 233H, 233J, 247F, 247G, 247H, 247I, 247J, 261J, 283F, 283G, 283H, 283I, 283J, 295F, 295G, 295H, 295J

<b>English Language Arts</b>
<b>Unit 4: Resource Round-Up</b>
<b>32e. Write using standard English structure and usage, including: Using first-, second-, and third-person pronouns correctly. (ELA-3-E4)</b>
<b>Unit 1:</b> 45E, 45F, 45G, 45H
<b>Unit 4:</b> 55E, 55F, 55G, 55H

<b>English Language Arts</b>
<b>Unit 4: Resource Round-Up</b>
<b>32f. Write using standard English structure and usage, including: Selecting and using adverbs that modify according to time, place, manner, and degree. (ELA-3-E4)</b>
<b>Unit 4:</b> 93E, 93F, 93G, 93H

<b>English Language Arts</b>
<b>Unit 4: Resource Round-Up</b>
<b>36. Use a variety of resources, including online and print dictionaries and spell checkers to check spelling. (ELA-3-E5)</b>
<b>Unit 1:</b> 45D, 79E, 81G, 81H, 81I, 93D, 109F
<b>Unit 2:</b> 123F, 131E, 131F, 133D, 161F, 179F
<b>Unit 3:</b> 223D, 235F, 237C, 237D, 257F, 259D
<b>Unit 4:</b> 25D, 55C, 71D
<b>Unit 5:</b> 115F, 125E, 141F, 153E, 155D, 163F, 165D, 177F, 191F, 193D
<b>Unit 6:</b> 201F, 203D, 211F, 231F, 245D, 245E, 245F, 261D, 281F

<b>English Language Arts</b>
<b>Unit 4: Resource Round-Up</b>
<b>37. Use clear diction and tone and adjust volume and tempo to stress important ideas when speaking. (ELA-4-E1)</b>
<b>Unit 1:</b> 45I, 93I
<b>Unit 2:</b> 123F, 133I, 148Q, 165B
<b>Unit 3:</b> 215B, 223I, 235F, 240Q, 250, 271B
<b>Unit 4:</b> 37B, 48O, 72O, 94O, 105I,
<b>Unit 5:</b> 119B, 145B, 146O, 158O, 166, 168O, 177E, 180O, 193I, 194
<b>Unit 6:</b> 211E, 213I, 215B, 231B, 236O, 249B, 250O, 262O, 283I, 284O

<b>English Language Arts</b>
<b>Unit 4: Resource Round-Up</b>
<b>39. Tell a complex story that includes the following: A central idea. (ELA-4-E3)</b>
<b>Unit 1:</b> 111I
<b>Unit 2:</b> 195I
<b>Unit 3:</b> 213I
<b>Unit 4:</b> 93I
<b>Unit 5:</b> 179I

<b>English Language Arts</b>
<b>Unit 4: Resource Round-Up</b>
<b>40b. Give rehearsed oral presentations that include the following: Relevant facts and details from multiple sources. (ELA-4-E4)</b>
<b>Unit 3:</b> 213I, 213J
<b>Unit 5:</b> 167B, 179I, 195B
<b>Unit 6:</b> 249B

<b>English Language Arts</b>
<b>Unit 4: Resource Round-Up</b>
<b>41. Clarify and enhance oral presentations through the use of appropriate props (E.g., objects, pictures, charts). (ELA-4-E4)</b>
<b>Unit 2:</b> 123F, 131F, 163I
<b>Unit 3:</b> 221E, 235F, 259A
<b>Unit 4:</b> 45E, 105A
<b>Unit 5:</b> 115F, 125E, 125F, 141F, 191F
<b>Unit 6:</b> 201F, 211F, 233A

<b>English Language Arts</b>
<b>Unit 4: Resource Round-Up</b>
<b>43. Compare ideas and points of view from a variety of media, including television, video, music, the Web, charts, and print materials. (ELA-4-E6)</b>
<b>Unit 1:</b> 45D
<b>Unit 2:</b> 133D, 145C
<b>Unit 3:</b> 221C, 223D
<b>Unit 4:</b> 25D, 45D, 55I, 71D
<b>Unit 5:</b> 155I
<b>Unit 6:</b> 261D, 231D, 281D

<b>English Language Arts</b>
<b>Unit 4: Resource Round-Up</b>
<b>45a. Locate information using organizational features of a variety of resources, including: Electronic information such as pull-down menus, icons, keyword searches, passwords, and entry menu features. (ELA-5-E1)</b>
<b>Unit 1:</b> 25F, 43F, 45D, 59F, 79F, 81A, 93A, 93C, 109F, 111A, 111C
<b>Unit 2:</b> 123F, 125D, 131F, 133D, 143F, 145C, 161E, 161F, 163H, 163C, 163D, 179F, 181D
<b>Unit 3:</b> 211E, 213D, 221F, 223D, 235F, 237C, 247F, 249C, 259C, 257F, 259C, 267F, 269C
<b>Unit 4:</b> 23E, 23F, 33F, 45D, 53F, 58C, 69F, 71A, 71D, 91F, 93A, 93C, 103F, 105A, 105C
<b>Unit 5:</b> 115F, 125E, 125F, 127A, 127D, 141D, 141F, 153E, 155C, 155D, 163F, 165A, 165C, 177F, 179A, 191F, 193A, 193C
<b>Unit 6:</b> 203A, 203B, 203C, 211F, 213C, 231F, 233A, 245F, 247C, 259F, 261A, 261C, 261D, 281F, 283A, 283D, 295A, 295C, 293F, 295D, 245E, 283A

<b>English Language Arts</b>
<b>Unit 4: Resource Round-Up</b>
<b>46. Locate information from multiple sources, including books, periodicals, videotapes, Web sites, and CD-ROMs. (ELA-5-E2)</b>
<b>Unit 1:</b> 25F, 43F, 45D, 59F, 79F, 81A, 93A, 93C, 109F, 111A, 111C
<b>Unit 2:</b> 123F, 125D, 131F, 133D, 143F, 145C, 161E, 161F, 163H, 163C, 163D, 179F, 181D
<b>Unit 3:</b> 211E, 213D, 221F, 223D, 235F, 237C, 247F, 249C, 259C, 257F, 259C, 267F, 269C
<b>Unit 4:</b> 23E, 23F, 33F, 45D, 53F, 58C, 69F, 71A, 71D, 91F, 93A, 93C, 103F, 105A, 105C
<b>Unit 5:</b> 115F, 125E, 125F, 127A, 127D, 141D, 141F, 153E, 155C, 155D, 163F, 165A, 165C, 177F, 179A, 191F, 193A, 193C
<b>Unit 6:</b> 203A, 203B, 203C, 211F, 213C, 231F, 233A, 245F, 247C, 259F, 261A, 261C, 261D, 281F, 283A, 283D, 295A, 295C, 293F, 295D, 245E, 283A

<b>English Language Arts</b>
<b>Unit 4: Resource Round-Up</b>
<b>47. Determine appropriateness of collected information for a specified purpose. (ELA-5-E2)</b>
<b>Unit 1:</b> 25F, 43F, 45D, 59F, 79F, 81A, 93A, 93C, 109F, 111A, 111C
<b>Unit 2:</b> 123F, 125D, 131F, 133D, 143F, 145C, 161E, 161F, 163H, 163C, 163D, 179F, 181D
<b>Unit 3:</b> 211E, 213D, 221F, 223D, 235F, 237C, 247F, 249C, 259C, 257F, 259C, 267F, 269C
<b>Unit 4:</b> 23E, 23F, 33F, 45D, 53F, 58C, 69F, 71A, 71D, 91F, 93A, 93C, 103F, 105A, 105C
<b>Unit 5:</b> 115F, 125E, 125F, 127A, 127D, 141D, 141F, 153E, 155C, 155D, 163F, 165A, 165C, 177F, 179A, 191F, 193A, 193C
<b>Unit 6:</b> 203A, 203B, 203C, 211F, 213C, 231F, 233A, 245F, 247C, 259F, 261A, 261C, 261D, 281F, 283A, 283D, 295A, 295C, 293F, 295D, 245E, 283A

<b>English Language Arts</b>
<b>Unit 4: Resource Round-Up</b>
<b>49. Complete simple outlines with main topics and subtopics that reflect the information gathered. (ELA-5-E3)</b>
<b>Unit 1:</b> 25F, 43F, 45D, 59F, 79F, 81A, 93A, 93C, 109F, 111A, 111C
<b>Unit 2:</b> 123F, 125D, 131F, 133D, 143F, 145C, 161E, 161F, 163H, 163C, 163D, 179F, 181D
<b>Unit 3:</b> 211E, 213D, 221F, 223D, 235F, 237C, 247F, 249C, 259C, 257F, 259C, 267F, 269C
<b>Unit 4:</b> 23E, 23F, 33F, 45D, 53F, 58C, 69F, 71A, 71D, 91F, 93A, 93C, 103F, 105A, 105C
<b>Unit 5:</b> 115F, 125E, 125F, 127A, 127D, 141D, 141F, 153E, 155C, 155D, 163F, 165A, 165C, 177F, 179A, 191F, 193A, 193C
<b>Unit 6:</b> 203A, 203B, 203C, 211F, 213C, 231F, 233A, 245F, 247C, 259F, 261A, 261C, 261D, 281F, 283A, 283D, 295A, 295C, 293F, 295D, 245E, 283A

<b>English Language Arts</b>
<b>Unit 4: Resource Round-Up</b>
<b>50. Use available electronic and print resources to draft, revise, and publish simple research reports, book reports, and other projects. (ELA-5-E4)</b>
<b>Unit 1:</b> 27E, 45E, 61E, 81E, 93E, 111E
<b>Unit 2:</b> 125E, 133E, 145E, 163E, 181E, 195E
<b>Unit 3:</b> 213E, 223E, 237E, 249E, 259E, 269E
<b>Unit 4:</b> 25E, 35E, 47E, 55E, 71E, 93E, 105E
<b>Unit 5:</b> 117E, 127E, 143E, 155E, 165E, 179E, 193E
<b>Unit 6:</b> 203E, 213E, 233E, 247E, 261E, 283E, 295E

<b>English Language Arts</b>
<b>Unit 4: Resource Round-Up</b>
<b>51. Use simple bibliographic information to cite source. (ELA-5-E5)</b>
<b>Unit 1:</b> 45D
<b>Unit 2:</b> 133D
<b>Unit 3:</b> 223D
<b>Unit 4:</b> 25D, 71D
<b>Unit 5:</b> 155D
<b>Unit 6:</b> 261D

<b>English Language Arts</b>
<b>Unit 4: Resource Round-Up</b>
<b>52. Locate information found in graphic organizers such as timelines, charts, graphs, schedules, tables, diagrams, and maps. (ELA-5-E6)</b>
<b>Unit 1:</b> 25E, 111G, 111H, 111J
<b>Unit 2:</b> 123F, 125I, 133D, 133G, 145D, 145J, 163I, 163J, 195A, 195D, 195F, 195J
<b>Unit 3:</b> 211E, 249D
<b>Unit 4:</b> 23F, 25D, 33F, 45E, 55D, 71D, 93D, 105D
<b>Unit 5:</b> 115F, 117H, 125D, 141F, 143D, 155A, 165F
<b>Unit 6:</b> 233A, 247A, 247D, 261D, 283D

## Unit 5: “Use Your Senses...” Through Poetry

### English Language Arts

#### Unit 5: “Use Your Senses...” Through Poetry

##### 1. Decode words using knowledge of base words, root words, and common prefixes and suffixes. (ELA-1-E1)

**Unit 1:** 14K, 14L, 14, 16, 17, 48K, 48L, 57, 94K, 94L, 99

**Unit 2:** 114K, 114L, 118, 121, 126K, 126L, 128, 166K, 166L, 166, 167, 168, 171, 173, 174, 176, 177, 182K, 182L, 183, 184, 187, 189, 191

**Unit 3:** 216K, 216L, 216, 217, 224K, 224L, 224M, 224N, 224, 226, 227, 230, 232, 240K, 240L, 240M, 240N, 241, 242, 244, 250K, 250L, 251, 252, 253, 254, 255, 256

**Unit 4:** 14K, 14L, 15, 18, 20, 21, 22, 26K, 26L, 29, 30, 31, 38K, 38L, 38, 48K, 48L, 48, 49, 51, 52, 55E, 55F, 55G, 55H, 55I, 55J, 58K, 58L, 60, 61, 62, 65, 66, 67, 72K, 72L, 73, 87, 94K, 94L, 97, 98, 99, 100, 105E, 105F, 105G, 105H, 105I, 105J

**Unit 5:** 120K, 120L, 108, 111, 112, 120K, 120L, 120, 123, 146K, 146L, 147, 158K, 158L, 159, 162, 168K, 168L, 170, 172, 173, 174, 175, 176, 180K, 180L, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189

**Unit 6:** 198K, 198L, 198, 204K, 204L, 204, 206, 207, 210, 216K, 216L, 233E, 233F, 233G, 233H, 233I, 233J, 242, 250K, 250L, 251,

### English Language Arts

#### Unit 5: “Use Your Senses...” Through Poetry

##### 2. Decode similar words (e.g., supper vs. super) using knowledge of basic syllabication rules. (ELA-1-E1)

**Unit 1:** 14L, 14M, 14Q, 28K, 28M, 28N, 28Q, 48K, 48M, 48P, 64K, 64M, 64P, 82K, 82M, 82N, 82P, 94K, 94M, 94P

**Unit 2:** 114K, 114M, 114P, 126KM, 126M, 126P, 136K, 136M, 136P, 148K, 148M, 148P, 166K, 166M, 166P, 182K, 182M, 182P

**Unit 3:** 198K, 198M, 198P, 216K, 216M, 216P, 224K, 224M, 224P, 240K, 240M, 240P, 250K, 250M, 250P, 260K, 260M, 260P

**Unit 4:** 14K, 14N, 26K, 26N, 38K, 38N, 48K, 48N, 58K, 58N, 72K, 72N, 94K, 94N

**Unit 5:** 108K, 108N, 120K, 120N, 128K, 128N, 146K, 146N, 158K, 158N, 168K, 168N, 180K, 180N

**Unit 6:** 198K, 198N, 204K, 204N, 216K, 216N, 236K, 236L, 236N, 250K, 250N, 262K, 262N, 284K, 284N

### English Language Arts

#### Unit 5: “Use Your Senses...” Through Poetry

##### 3. Identify and explain words with multiple meanings using contextual clues. (ELA-1-E1)

**Unit 1:** 14P, 27G, 271I, 28P, 45G, 45H, 45J, 48P, 82P, 91B, 94P, 109B

**Unit 2:** 114P, 114Q, 126P, 136P, 148P, 161B, 163G, 163H, 163I, 163J, 166P, 179B, 182P, 193B

**Unit 3:** 198P, 211B, 216P, 224P, 237I, 240P, 247B, 249G, 249H, 249I, 250P, 259G, 259H, 259I, 260P, 269H, 269I

**Unit 4:** 14N, 26N, 38N, 45B, 47G, 47H, 47I, 48N, 53B, 58N, 69B, 69C, 72N, 93H, 94N, 105G, 105H

**Unit 5:** 108N, 120N, 125B, 127G, 127H, 127I, 128N, 146N, 153B, 155G, 155H, 155I, 158N, 163B, 165G, 165H, 165I, 168N, 177B, 180N, 191B, 193I

**Unit 6:** 198N, 204N, 211B, 216N, 236N, 245B, 247G, 247I, 250N, 259B, 262N, 281B, 283G, 283H, 283I, 283J, 284N, 293B, 295H

<b>English Language Arts</b>
<b>Unit 5: “Use Your Senses...” Through Poetry</b>
<b>4. Demonstrate knowledge of the meanings of common prefixes and suffixes. (ELA-1-E1)</b>
<b>Unit 1:</b> 14K, 14L, 14, 16, 17, 48K, 48L, 57, 94K, 94L, 99
<b>Unit 2:</b> 114K, 114L, 118, 121, 126K, 126L, 128, 166K, 166L, 166, 167, 168, 171, 173, 174, 176, 177, 182K, 182L, 183, 184, 187, 189, 191
<b>Unit 3:</b> 216K, 216L, 216, 217, 224K, 224L, 224M, 224N, 224, 226, 227, 230, 232, 240K, 240L, 240M, 240N, 241, 242, 244, 250K, 250L, 251, 252, 253, 254, 255, 256
<b>Unit 4:</b> 14K, 14L, 15, 18, 20, 21, 22, 26K, 26L, 29, 30, 31, 38K, 38L, 38, 48K, 48L, 48, 49, 51, 52, 55E, 55F, 55G, 55H, 55I, 55J, 58K, 58L, 60, 61, 62, 65, 66, 67, 72K, 72L, 73, 87, 94K, 94L, 97, 98, 99, 100, 105E, 105F, 105G, 105H, 105I, 105J
<b>Unit 5:</b> 120K, 120L, 108, 111, 112, 120K, 120L, 120, 123, 146K, 146L, 147, 158K, 158L, 159, 162, 168K, 168L, 170, 172, 173, 174, 175, 176, 180K, 180L, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189
<b>Unit 6:</b> 198K, 198L, 198, 204K, 204L, 204, 206, 207, 210, 216K, 216L, 233E, 233F, 233G, 233H, 233I, 233J, 242, 250K, 250L, 251,

<b>English Language Arts</b>
<b>Unit 5: “Use Your Senses...” Through Poetry</b>
<b>5. Use reference aids such as dictionaries, thesauruses, synonyms finders, and reference software to determine word meanings, word choices, and pronunciations. (ELA-1-E1)</b>
<b>Unit 2:</b> 133H, 133I, 145I, 163I, 181H, 181I, 193B
<b>Unit 3:</b> 237D, 249G, 250P, 259D, 259G, 269G, 269H
<b>Unit 4:</b> 69B, 71G, 71H, 71I, 93H, 93I, 105H
<b>Unit 5:</b> 117G, 117H, 117I, 125E, 127H, 143G, 143H, 155G, 155I, 163B, 165G, 165H, 180N, 193D, 193I
<b>Unit 6:</b> 203G, 233H, 233I, 247H, 250N, 283G, 283I, 284N

<b>English Language Arts</b>
<b>Unit 5: “Use Your Senses...” Through Poetry</b>
<b>6a. Determine meanings of unfamiliar words using a variety of strategies, including: Knowledge of common antonyms, synonyms, homonyms, and homographs. (ELA-1-E1)</b>
<b>Unit 1:</b> 28K, 48K, 111G, 111I, 111J
<b>Unit 2:</b> 114K, 125G, 125G, 125H, 125I, 125J, 126K, 145G, 145H, 145I, 145J, 148P, 181G, 195G, 195H, 195I
<b>Unit 3:</b> 198K, 260K
<b>Unit 4:</b> 14K, 26K, 72K
<b>Unit 5:</b> 108K, 120K, 127G, 127H, 127I, 127J, 146K
<b>Unit 6:</b> 203G, 203H, 203I, 203J, 204K, 213G, 213H, 213I, 213J, 216K, 233G, 295G, 295H, 295I, 295J



<b>English Language Arts</b>
<b>Unit 5: “Use Your Senses...” Through Poetry</b>
<b>6b. Determine meanings of unfamiliar words using a variety of strategies, including: Use of context clues. (ELA-1-E1)</b>
<b>Unit 1:</b> 14P, 25B, 27I, 28P, 43B, 48K, 48P, 59B, 64P, 91B
<b>Unit 2:</b> 114K, 114P, 123B, 125G, 126K, 126P, 131B, 136P, 143B, 145H, 148P, 163G, 163H, 163I, 163J, 166P, 181G, 181H, 81I, 195G, 195H, 195I, 195J
<b>Unit 3:</b> 198P, 216P, 240P, 249G, 249H, 249I, 259H
<b>Unit 4:</b> 14K, 14N, 26K, 26N, 38N, 47G, 47H, 47I, 47J, 72K, 93G, 93H, 93I, 93J
<b>Unit 5:</b> 108N, 120K, 120N, 127G, 128N, 146N, 158N
<b>Unit 6:</b> 198N, 203G, 204K, 204N, 213H, 213I, 216K, 216N, 233G, 233H, 233I, 33J, 250N, 259B, 283G, 283H, 283I, 293B, 295G

<b>English Language Arts</b>
<b>Unit 5: “Use Your Senses...” Through Poetry</b>
<b>7. Adjust speed of reading to accomplish a purpose based in text complexity. (ELA-1-E3)</b>
<b>Unit 1:</b> 14N, 14Q, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28N, 28Q, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48N, 48Q, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 64N, 64Q, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82N, 82Q, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94N, 94Q, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 111P
<b>Unit 2:</b> 114N, 114Q, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126N, 126Q, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136N, 136Q, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 148N, 148Q, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166N, 166Q, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182N, 182Q, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195P
<b>Unit 3:</b> 198N, 198Q, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216N, 216Q, 216, 217, 218, 219, 220, 221, 222, 223, 224N, 224Q, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240N, 240Q, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250N, 250Q, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260N, 260Q, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 271F
<b>Unit 4:</b> 14L, 14O, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26O, 26, 27, 28, 29, 30, 31, 32, 33, 24, 25, 26, 27, 38L, 38O, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48L, 48O, 48, 49, 50, 51, 52, 53, 54, 55, 58L, 58O, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72L, 72O, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94L, 94O, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 105P
<b>Unit 5:</b> 108O, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120O, 120, 121, 122, 123, 124, 125, 126, 127, 128O, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146O, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 158O, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168O, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180O, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195F
<b>Unit 6:</b> 198O, 198, 199, 200, 201, 202, 203, 204O, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216O, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 236O, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250O, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262O, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284O, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 295P

<b>English Language Arts</b>
<b>Unit 5: “Use Your Senses...” Through Poetry</b>
<b>8a. Identify story elements including: Theme. (ELA-1-E4)</b>
<b>Unit 1:</b> 27, 45, 61, 91
<b>Unit 2:</b> 125, 133, 145, 183, 185, 187, 189, 191, 193, 193A, 193C, 193D
<b>Unit 3:</b> 199, 201, 203, 205, 207, 209, 211, 213, 223, 237
<b>Unit 4:</b> 25, 35, 47, 49, 51, 53, 53C, 53D, 91, 103A
<b>Unit 5:</b> 117, 121, 123, 125, 127, 143
<b>Unit 6:</b> 203, 213, 233, 237, 239, 241, 243, 245, 293

<b>English Language Arts</b>
<b>Unit 5: “Use Your Senses...” Through Poetry</b>
<b>9. Identify literary devices, including idioms and personification. (ELA-1-E4)</b>
<b>Unit 1:</b> 46
<b>Unit 2:</b> 134, 135A, 135B, 165A, 165B, 193E
<b>Unit 3:</b> 215A, 257E, 261, 263, 271A
<b>Unit 4:</b> 37A, 65, 67, 69, 69D, 91A
<b>Unit 5:</b> 119A, 141E, 145A, 163E, 167A, 187, 189, 191, 191E
<b>Unit 6:</b> 211E, 213, 215A, 281E

<b>English Language Arts</b>
<b>Unit 5: “Use Your Senses...” Through Poetry</b>
<b>10. Demonstrate understanding by summarizing stories and information, including the main events or ideas and selected details from the text in oral and written responses. (ELA-1-E5)</b>
<b>Unit 1:</b> 14R, 20, 28Q, 36, 40, 42, 82Q, 90, 94R, 102, 108
<b>Unit 2:</b> 126R, 148Q, 152, 160, 161C, 166Q, 172, 178, 182Q, 192
<b>Unit 3:</b> 198Q, 206, 216Q, 218, 224Q, 232, 240Q, 246
<b>Unit 4:</b> 14O, 16, 22, 26O, 32, 38, 38O, 48O, 52, 58O, 68, 72O, 80, 90, 94O, 102
<b>Unit 5:</b> 108O, 112, 120, 120O, 124, 125C, 146O, 148, 168O, 176, 177C, 180O, 186, 190
<b>Unit 6:</b> 216O, 224, 230, 236O, 238, 262O, 276, 284O, 290

<b>English Language Arts</b>
<b>Unit 5: “Use Your Senses...” Through Poetry</b>
<b>11. Connect ideas, events, and information identified in grade-appropriate texts to prior knowledge and life experiences in oral and written responses. (ELA-1-E6)</b>
<b>Unit 1:</b> 25C
<b>Unit 2:</b> 174
<b>Unit 3:</b> 210, 260O, 262, 266
<b>Unit 4:</b> 20, 26, 45C, 58M, 60, 78, 84, 88
<b>Unit 5:</b> 122, 130, 136, 158M, 166182
<b>Unit 6:</b> 266, 288

<b>English Language Arts</b>
<b>Unit 5: “Use Your Senses...” Through Poetry</b>
<b>12. Demonstrate oral reading fluency of at least 110 words per minute in third-grade text with appropriate pacing, intonation, and expression. (ELA-1-E7)</b>
<b>Unit 1:</b> 14N, 14Q, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28N, 28Q, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48N, 48Q, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 64N, 64Q, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82N, 82Q, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94N, 94Q, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 111P
<b>Unit 2:</b> 114N, 114Q, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126N, 126Q, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136N, 136Q, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 148N, 148Q, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166N, 166Q, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182N, 182Q, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195P
<b>Unit 3:</b> 198N, 198Q, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216N, 216Q, 216, 217, 218, 219, 220, 221, 222, 223, 224N, 224Q, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240N, 240Q, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250N, 250Q, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260N, 260Q, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 271F
<b>Unit 4:</b> 14L, 14O, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26O, 26, 27, 28, 29, 30, 31, 32, 33, 34, 25, 26, 27, 38L, 38O, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48L, 48O, 48, 49, 50, 51, 52, 53, 54, 55, 58L, 58O, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72L, 72O, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94L, 94O, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 105P
<b>Unit 5:</b> 108O, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120O, 120, 121, 122, 123, 124, 125, 126, 127, 128O, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146O, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 158O, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168O, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180O, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195F
<b>Unit 6:</b> 198O, 198, 199, 200, 201, 202, 203, 204O, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216O, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 236O, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250O, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262O, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284O, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 295P

<b>English Language Arts</b>
<b>Unit 5: “Use Your Senses...” Through Poetry</b>
<b>14. Compare and contrast story elements, including setting, character, and events or two multicultural texts in oral, written, and visual responses. (ELA-6-E1)</b>
<b>Unit 1:</b> 109, 109A
<b>Unit 3:</b> 257A
<b>Unit 4:</b> 53E, 69, 71
<b>Unit 5:</b> 115A, 115E, 177A, 177D
<b>Unit 6:</b> 259E

<b>English Language Arts</b>
<b>Unit 5: “Use Your Senses...” Through Poetry</b>
<b>17c. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Making simple inferences and drawing conclusions about information in texts. (ELA-7-E1)</b>
<b>Unit 1:</b> 59E, 79D, 109
<b>Unit 2:</b> 127, 129, 131C, 131
<b>Unit 3:</b> 225, 227, 229, 231, 233, 235, 235C, 235D
<b>Unit 4:</b> 15, 17, 19, 21, 23, 53, 59, 61, 63, 91A, 95, 97, 99, 101, 103
<b>Unit 5:</b> 153, 177
<b>Unit 6:</b> 217, 219, 221, 223, 225, 227, 229, 231, 231C, 231D, 259, 285, 287, 289, 291, 293, 293C, 293D

<b>English Language Arts</b>
<b>Unit 5: “Use Your Senses...” Through Poetry</b>
<b>17f. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Identifying main ideas of texts. (ELA-7-E1)</b>
<b>Unit 1:</b> 83, 85, 87, 89, 91C, 91D
<b>Unit 2:</b> 161
<b>Unit 4:</b> 31, 39, 41, 43, 45
<b>Unit 5:</b> 153, 155, 169, 171, 173, 175, 177
<b>Unit 6:</b> 245, 263, 265, 267, 281C, 281D

<b>English Language Arts</b>
<b>Unit 5: “Use Your Senses...” Through Poetry</b>
<b>18. Explain chosen solutions to problems in texts. (ELA-7-E2)</b>
<b>Unit 1:</b> 25A, 28P, 43A, 48O, 59A, 65, 79A, 82O, 91, 94O, 95, 97, 99, 101, 103, 105, 107, 109
<b>Unit 2:</b> 114O, 123A, 126O, 131A, 136O, 143A, 148O, 149, 151, 153, 155, 157, 159, 161, 161A, 161C, 163A, 166O, 179, 182O
<b>Unit 3:</b> 298O, 211A, 216O, 221A, 224O, 235A, 240O, 241, 243, 245, 247, 247A, 247C, 250O, 257A, 250O, 267A, 269D
<b>Unit 4:</b> 14M, 23A, 26M, 33A, 38M, 45A, 48M, 53, 58M, 69A, 72M, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 91A, 91B, 94M, 95, 97, 99, 101, 103, 103A, 103B
<b>Unit 5:</b> 108M, 115A, 120M, 125A, 128M, 141A, 146M, 146, 153A, 158M, 159, 161, 163, 168M, 177A, 180M, 181, 183, 185
<b>Unit 6:</b> 198M, 201A, 204M, 211A, 216M, 231A, 236M, 240, 242, 244, 245, 250M, 259, 259A, 262M, 262, 259, 271, 273, 275, 277, 279, 281, 281A, 284M, 293, 293A

<b>English Language Arts</b>
<b>Unit 5: “Use Your Senses...” Through Poetry</b>
<b>20. Explain the author’s viewpoint using information from the text. (ELA-7-E3)</b>
<b>Unit 2:</b> 126A, 148A, 193D
<b>Unit 3:</b> 267D
<b>Unit 4:</b> 38A, 53D
<b>Unit 5:</b> 125D, 146A, 191D
<b>Unit 6:</b> 211D, 281D, 281E

<b>English Language Arts</b>
<b>Unit 5: “Use Your Senses...” Through Poetry</b>
<b>21c. Apply basic reasoning skills, including: Identifying multiple causes and/or effects in texts and life situations. (ELA-7-E4)</b>
<b>Unit 1:</b> 29, 31, 33, 35, 37, 39, 41, 43, 43C, 65, 67, 69, 71, 73, 75, 77, 79
<b>Unit 2:</b> 149, 151, 153, 155, 157, 159, 161, 167, 169, 171, 173, 175, 177, 179, 179C
<b>Unit 4:</b> 27, 29, 31, 33, 33C, 95, 97, 99, 101, 103
<b>Unit 5:</b> 195A
<b>Unit 6:</b> 261C, 269, 271, 273, 275, 277, 279, 281, 281A

<b>English Language Arts</b>
<b>Unit 5: “Use Your Senses...” Through Poetry</b>
<b>21d. Apply basic reasoning skills, including: Raising questions to obtain clarification and/or direct investigation. (ELA-7-E4)</b>
<b>Unit 1:</b> 25A, 43A, 47, 59A, 74A, 79A, 109A
<b>Unit 2:</b> 123A, 131A, 135, 143A, 161A, 165, 179A, 193A
<b>Unit 3:</b> 211A, 221A, 235A, 247A, 257A, 267A
<b>Unit 4:</b> 23A, 33A, 45A, 53A, 69A, 91A, 103A
<b>Unit 5:</b> 115A, 125A, 141A, 153A, 163A, 177A, 191A
<b>Unit 6:</b> 201A, 211A, 231A, 245A, 259A, 281A, 293A

<b>English Language Arts</b>
<b>Unit 5: “Use Your Senses...” Through Poetry</b>
<b>23. Incorporate grade-appropriate vocabulary and information when writing for an intended audience and/or purpose. (ELA-2-E2)</b>
<b>Unit 1:</b> 14P, 27E, 28P, 45E, 48P, 61E, 64P, 81E, 82P, 93E, 94P, 111E
<b>Unit 2:</b> 114P, 125E, 126P, 133E, 136P, 145E, 148P, 163E, 166P, 181E, 182P, 195E
<b>Unit 3:</b> 198P, 213E, 216P, 223E, 224P, 237E, 240P, 249E, 250P, 259E, 260P, 269E
<b>Unit 4:</b> 14N, 25E, 26N, 35E, 38N, 47E, 48N, 55E, 58N, 71E, 72N, 93E, 94N, 105E
<b>Unit 5:</b> 108N, 117E, 120N, 127E, 128N, 143E, 146N, 155E, 158N, 165E, 168N, 179E, 180N, 193E
<b>Unit 6:</b> 198N, 203E, 204N, 213E, 216N, 233E, 236N, 247E, 250N, 261E, 262N, 283E, 284N, 295E

<b>English Language Arts</b>
<b>Unit 5: “Use Your Senses...” Through Poetry</b>
<b>24a. Develop compositions of two or more paragraphs using writing processes such as the following: Selecting a topic. (ELA-2-E3)</b>
<b>Unit 1:</b> 27F, 27G, 27H, 27I, 27J
<b>Unit 2:</b> 125A, 125F, 125G, 133F, 133G, 145F, 163F, 163G, 181F, 181G, 195F, 195G
<b>Unit 3:</b> 213F, 213G, 223G, 237G, 249A, 249G, 259G, 269G
<b>Unit 4:</b> 25C, 25G, 35C, 35G, 47G, 55G, 71G, 93A, 93G, 105G
<b>Unit 5:</b> 117G, 127C, 127G, 143G, 155G, 165G, 179G, 193G
<b>Unit 6:</b> 203A, 203G, 213G, 233G, 247G, 261G, 283G, 295G

<b>English Language Arts</b>
<b>Unit 5: “Use Your Senses...” Through Poetry</b>
<b>24c. Develop compositions of two or more paragraphs using writing processes such as the following: Drafting. (ELA-2-E3)</b>
<b>Unit 1:</b> 61F, 61G, 61H, 16I, 61J
<b>Unit 2:</b> 125H, 133H, 145H, 163H, 181H, 195H
<b>Unit 3:</b> 213H, 223H, 237H, 249H, 259H, 269H
<b>Unit 4:</b> 25H, 35H, 47H, 55H, 71H, 93C, 93H, 105H
<b>Unit 5:</b> 117H, 127H, 143H, 155H, 165H, 179H, 193H
<b>Unit 6:</b> 203H, 213H, 233H, 247H, 261H, 283H, 295H

<b>English Language Arts</b>
<b>Unit 5: “Use Your Senses...” Through Poetry</b>
<b>24d. Develop compositions of two or more paragraphs using writing processes such as the following: Conferencing with teachers. (ELA-2-E3)</b>
<b>Unit 1:</b> 81F, 81G, 81H, 81I, 81J, 93F, 93G, 93H, 93I, 93J
<b>Unit 2:</b> 125F, 125G, 125H, 125I, 125J, 133F, 133G, 133H, 133I, 133J, 145F, 145G, 145H, 145I, 145J, 163F, 163G, 163H, 163I, 163J, 181F, 181G, 181H, 181I, 181J
<b>Unit 3:</b> 213H, 213I, 213J, 237I, 269I
<b>Unit 4:</b> 27I, 35I, 47I, 55I, 71I, 93I, 105I
<b>Unit 5:</b> 117I, 127I, 143I, 155I, 165I, 179I, 193I
<b>Unit 6:</b> 203I, 213I, 233I, 247I, 261I, 283I, 295I

<b>English Language Arts</b>
<b>Unit 5: “Use Your Senses...” Through Poetry</b>
<b>26. Use a variety of literary devices, including idioms and personification, in written responses and compositions. (ELA-2-E5)</b>
<b>Unit 1:</b> 111A
<b>Unit 2:</b> 165A
<b>Unit 3:</b> 215A, 249H, 271A
<b>Unit 5:</b> 145A, 195A
<b>Unit 6:</b> 211E

<b>English Language Arts</b>
<b>Unit 5: “Use Your Senses...” Through Poetry</b>
<b>28. Write legibly in cursive or printed form, using standard margins and demonstrating appropriate spacing of letters, words, sentences, and paragraphs. (ELA-3-E1)</b>
<b>Unit 1:</b> 27J, 45J, 61J, 81J, 93J, 111J
<b>Unit 2:</b> 125J, 133J, 145J, 163J, 181J, 195J
<b>Unit 3:</b> 213J, 223J, 237J, 249J, 259J, 269J
<b>Unit 4:</b> 25J, 35J, 47J, 55J, 71J, 93J, 105J
<b>Unit 5:</b> 117J, 127J, 143J, 155J, 165J, 179J, 193J
<b>Unit 6:</b> 203J, 213J, 233J, 247J, 261J, 283J, 295J

<b>English Language Arts</b>
<b>Unit 5: “Use Your Senses...” Through Poetry</b>
<b>32d. Write using standard English structure and usage, including: Identifying and using irregular plural nouns correctly. (ELA-3-E4)</b>
<b>Unit 1:</b> 28K, 28L, 31, 34, 40, 41, 82K, 88
<b>Unit 3:</b> 216K, 216L, 249E, 249F, 249G, 249H

<b>English Language Arts</b>
<b>Unit 5: “Use Your Senses...” Through Poetry</b>
<b>33a. Spell grade-appropriate words, including: Multisyllabic words made up of both base words and roots and common prefixes and suffixes. (ELA-3-E5)</b>
<b>Unit 1:</b> 14N, 27E, 27F, 27G, 27H, 27I, 27J, 28N, 45E, 45F, 45G, 45H, 45I, 45J, 48N, 61E, 61F, 61G, 61H, 61I, 61J, 64N, 81E, 81F, 81G, 81H, 81I, 81J, 82N, 93E, 93F, 93G, 93H, 93I, 93J, 94N, 111E, 111F, 111G, 111H, 111I, 111J
<b>Unit 2:</b> 114N, 125E, 125F, 125G, 125H, 125I, 125J, 126N, 133E, 133F, 133G, 133H, 133I, 133J, 136N, 145E, 145F, 145G, 145H, 145I, 145J, 148N, 163E, 163F, 163G, 163H, 163I, 163J, 166N, 181E, 181F, 181G, 181H, 181I, 181J, 182N, 195E, 195F, 195G, 195H, 195I, 195J
<b>Unit 3:</b> 198N, 213E, 213F, 213G, 213H, 213I, 213J, 216N, 223E, 223F, 223G, 223H, 223I, 223J, 224N, 237E, 237F, 237G, 237H, 237I, 237J, 240N, 249E, 249F, 249G, 249H, 249I, 249J, 250N, 259E, 259F, 259G, 259H, 259I, 259J, 260N, 269E, 269F, 269G, 269H, 269I, 269J
<b>Unit 4:</b> 25E, 25F, 25G, 25H, 25I, 25J, 35E, 35F, 35G, 35H, 35I, 35J, 47E, 47F, 47G, 47H, 47I, 47J, 55E, 55F, 55G, 55H, 55I, 55J, 71E, 71F, 71G, 71H, 71I, 71J, 93E, 93F, 93G, 93H, 93I, 93J, 105E, 105F, 105G, 105H, 105I, 105J
<b>Unit 5:</b> 117E, 117F, 117G, 117H, 117I, 117J, 127E, 127F, 127G, 127H, 127I, 127J, 143E, 143F, 143G, 143H, 143I, 143J, 155E, 155F, 155G, 155H, 155I, 155J, 165E, 165F, 165G, 165H, 165I, 165J, 179E, 179F, 179G, 179H, 179I, 179J, 193E, 193F, 193G, 193H, 193I, 193J
<b>Unit 6:</b> 203E, 203F, 203G, 203H, 203I, 203J, 213E, 213F, 213G, 213H, 213I, 213J, 233E, 233F, 233G, 233H, 233I, 233J, 247E, 247F, 247G, 247H, 247I, 247J, 261E, 261F, 261G, 261H, 261I, 261J, 283E, 283F, 283G, 283H, 283I, 283J, 295E, 295F, 295G, 295H, 295I, 295J



<b>English Language Arts</b>
<b>Unit 5: “Use Your Senses...” Through Poetry</b>
<b>33b. Spell grade-appropriate words, including: Compound words. (ELA-3-E5)</b>
<b>Unit 1:</b> 14N, 27E, 27F, 27G, 27H, 27I, 27J, 28N, 45E, 45F, 45G, 45H, 45I, 45J, 48N, 61E, 61F, 61G, 61H, 61I, 61J, 64N, 81E, 81F, 81G, 81H, 81I, 81J, 82N, 93E, 93F, 93G, 93H, 93I, 93J, 94N, 111E, 111F, 111G, 111H, 111I, 111J
<b>Unit 2:</b> 114N, 125E, 125F, 125G, 125H, 125I, 125J, 126N, 133E, 133F, 133G, 133H, 133I, 133J, 136N, 145E, 145F, 145G, 145H, 145I, 145J, 148N, 163E, 163F, 163G, 163H, 163I, 163J, 166N, 181E, 181F, 181G, 181H, 181I, 181J, 182N, 195E, 195F, 195G, 195H, 195I, 195J
<b>Unit 3:</b> 198N, 213E, 213F, 213G, 213H, 213I, 213J, 216N, 223E, 223F, 223G, 223H, 223I, 223J, 224N, 237E, 237F, 237G, 237H, 237I, 237J, 240N, 249E, 249F, 249G, 249H, 249I, 249J, 250N, 259E, 259F, 259G, 259H, 259I, 259J, 260N, 269E, 269F, 269G, 269H, 269I, 269J
<b>Unit 4:</b> 25E, 25F, 25G, 25H, 25I, 25J, 35E, 35F, 35G, 35H, 35I, 35J, 47E, 47F, 47G, 47H, 47I, 47J, 55E, 55F, 55G, 55H, 55I, 55J, 71E, 71F, 71G, 71H, 71I, 71J, 93E, 93F, 93G, 93H, 93I, 93J, 105E, 105F, 105G, 105H, 105I, 105J
<b>Unit 5:</b> 117E, 117F, 117G, 117H, 117I, 117J, 127E, 127F, 127G, 127H, 127I, 127J, 143E, 143F, 143G, 143H, 143I, 143J, 155E, 155F, 155G, 155H, 155I, 155J, 165E, 165F, 165G, 165H, 165I, 165J, 179E, 179F, 179G, 179H, 179I, 179J, 193E, 193F, 193G, 193H, 193I, 193J
<b>Unit 6:</b> 203E, 203F, 203G, 203H, 203I, 203J, 213E, 213F, 213G, 213H, 213I, 213J, 233E, 233F, 233G, 233H, 233I, 233J, 247E, 247F, 247G, 247H, 247I, 247J, 261E, 261F, 261G, 261H, 261I, 261J, 283E, 283F, 283G, 283H, 283I, 283J, 295E, 295F, 295G, 295H, 295I, 295J

<b>English Language Arts</b>
<b>Unit 5: “Use Your Senses...” Through Poetry</b>
<b>33c. Spell grade-appropriate words, including: Common homophones. (ELA-3-E5)</b>
<b>Unit 1:</b> 14N, 27E, 27F, 27G, 27H, 27I, 27J, 28N, 45E, 45F, 45G, 45H, 45I, 45J, 48N, 61E, 61F, 61G, 61H, 61I, 61J, 64N, 81E, 81F, 81G, 81H, 81I, 81J, 82N, 93E, 93F, 93G, 93H, 93I, 93J, 94N, 111E, 111F, 111G, 111H, 111I, 111J
<b>Unit 2:</b> 114N, 125E, 125F, 125G, 125H, 125I, 125J, 126N, 133E, 133F, 133G, 133H, 133I, 133J, 136N, 145E, 145F, 145G, 145H, 145I, 145J, 148N, 163E, 163F, 163G, 163H, 163I, 163J, 166N, 181E, 181F, 181G, 181H, 181I, 181J, 182N, 195E, 195F, 195G, 195H, 195I, 195J
<b>Unit 3:</b> 198N, 213E, 213F, 213G, 213H, 213I, 213J, 216N, 223E, 223F, 223G, 223H, 223I, 223J, 224N, 237E, 237F, 237G, 237H, 237I, 237J, 240N, 249E, 249F, 249G, 249H, 249I, 249J, 250N, 259E, 259F, 259G, 259H, 259I, 259J, 260N, 269E, 269F, 269G, 269H, 269I, 269J
<b>Unit 4:</b> 25E, 25F, 25G, 25H, 25I, 25J, 35E, 35F, 35G, 35H, 35I, 35J, 47E, 47F, 47G, 47H, 47I, 47J, 55E, 55F, 55G, 55H, 55I, 55J, 71E, 71F, 71G, 71H, 71I, 71J, 93E, 93F, 93G, 93H, 93I, 93J, 105E, 105F, 105G, 105H, 105I, 105J
<b>Unit 5:</b> 117E, 117F, 117G, 117H, 117I, 117J, 127E, 127F, 127G, 127H, 127I, 127J, 143E, 143F, 143G, 143H, 143I, 143J, 155E, 155F, 155G, 155H, 155I, 155J, 165E, 165F, 165G, 165H, 165I, 165J, 179E, 179F, 179G, 179H, 179I, 179J, 193E, 193F, 193G, 193H, 193I, 193J
<b>Unit 6:</b> 203E, 203F, 203G, 203H, 203I, 203J, 213E, 213F, 213G, 213H, 213I, 213J, 233E, 233F, 233G, 233H, 233I, 233J, 247E, 247F, 247G, 247H, 247I, 247J, 261E, 261F, 261G, 261H, 261I, 261J, 283E, 283F, 283G, 283H, 283I, 283J, 295E, 295F, 295G, 295H, 295I, 295J

<b>English Language Arts</b>
<b>Unit 5: “Use Your Senses...” Through Poetry</b>
<b>34. Follow common spelling generalizations, including qu-, consonant doubling, and changing –y to –i. (ELA-3-E5)</b>
<b>Unit 1:</b> 14N, 27E, 27F, 27G, 27H, 27I, 27J, 28N, 45E, 45F, 45G, 45H, 45I, 45J, 48N, 61E, 61F, 61G, 61H, 61I, 61J, 64N, 81E, 81F, 81G, 81H, 81I, 81J, 82N, 93E, 93F, 93G, 93H, 93I, 93J, 94N, 111E, 111F, 111G, 111H, 111I, 111J
<b>Unit 2:</b> 114N, 125E, 125F, 125G, 125H, 125I, 125J, 126N, 133E, 133F, 133G, 133H, 133I, 133J, 136N, 145E, 145F, 145G, 145H, 145I, 145J, 148N, 163E, 163F, 163G, 163H, 163I, 163J, 166N, 181E, 181F, 181G, 181H, 181I, 181J, 182N, 195E, 195F, 195G, 195H, 195I, 195J
<b>Unit 3:</b> 198N, 213E, 213F, 213G, 213H, 213I, 213J, 216N, 223E, 223F, 223G, 223H, 223I, 223J, 224N, 237E, 237F, 237G, 237H, 237I, 237J, 240N, 249E, 249F, 249G, 249H, 249I, 249J, 250N, 259E, 259F, 259G, 259H, 259I, 259J, 260N, 269E, 269F, 269G, 269H, 269I, 269J
<b>Unit 4:</b> 25E, 25F, 25G, 25H, 25I, 25J, 35E, 35F, 35G, 35H, 35I, 35J, 47E, 47F, 47G, 47H, 47I, 47J, 55E, 55F, 55G, 55H, 55I, 55J, 71E, 71F, 71G, 71H, 71I, 71J, 93E, 93F, 93G, 93H, 93I, 93J, 105E, 105F, 105G, 105H, 105I, 105J
<b>Unit 5:</b> 117E, 117F, 117G, 117H, 117I, 117J, 127E, 127F, 127G, 127H, 127I, 127J, 143E, 143F, 143G, 143H, 143I, 143J, 155E, 155F, 155G, 155H, 155I, 155J, 165E, 165F, 165G, 165H, 165I, 165J, 179E, 179F, 179G, 179H, 179I, 179J, 193E, 193F, 193G, 193H, 193I, 193J
<b>Unit 6:</b> 203E, 203F, 203G, 203H, 203I, 203J, 213E, 213F, 213G, 213H, 213I, 213J, 233E, 233F, 233G, 233H, 233I, 233J, 247E, 247F, 247G, 247H, 247I, 247J, 261E, 261F, 261G, 261H, 261I, 261J, 283E, 283F, 283G, 283H, 283I, 283J, 295E, 295F, 295G, 295H, 295I, 295J

<b>English Language Arts</b>
<b>Unit 5: “Use Your Senses...” Through Poetry</b>
<b>36. Use a variety of resources, including online and print dictionaries and spell checkers to check spelling. (ELA-3-E5)</b>
<b>Unit 1:</b> 45D, 79E, 81G, 81H, 81I, 93D, 109F
<b>Unit 2:</b> 123F, 131E, 131F, 133D, 161F, 179F
<b>Unit 3:</b> 223D, 235F, 237C, 237D, 257F, 259D
<b>Unit 4:</b> 25D, 55C, 71D
<b>Unit 5:</b> 115F, 125E, 141F, 153E, 155D, 163F, 165D, 177F, 191F, 193D
<b>Unit 6:</b> 201F, 203D, 211F, 231F, 245D, 245E, 245F, 261D, 281F

<b>English Language Arts</b>
<b>Unit 5: “Use Your Senses...” Through Poetry</b>
<b>37. Use clear diction and tone and adjust volume and tempo to stress important ideas when speaking. (ELA-4-E1)</b>
<b>Unit 1:</b> 45I, 93I
<b>Unit 2:</b> 123F, 133I, 148Q, 165B
<b>Unit 3:</b> 215B, 223I, 235F, 240Q, 250, 271B
<b>Unit 4:</b> 37B, 48O, 72O, 94O, 105I,
<b>Unit 5:</b> 119B, 145B, 146O, 158O, 166, 168O, 177E, 180O, 193I, 194
<b>Unit 6:</b> 211E, 213I, 215B, 231B, 236O, 249B, 250O, 262O, 283I, 284O

<b>English Language Arts</b>
<b>Unit 5: “Use Your Senses...” Through Poetry</b>
<b>38. Give and follow precise directions and instructions. (ELA-4-E2)</b>
<b>Unit 1:</b> 14M, 14N, 28L, 28N, 48L, 48N, 64L, 64N, 82L, 82N, 94L, 94N
<b>Unit 2:</b> 114L, 114N, 126L, 126N, 136L, 136N, 148L, 148N, 166L, 166N, 182L
<b>Unit 3:</b> 198L, 198N, 216L, 216N, 224L, 224N, 240L, 240N, 250L, 250N, 260L, 260N
<b>Unit 4:</b> 14L, 26K, 38L, 48L, 58L, 72L, 93L
<b>Unit 5:</b> 108L, 120L, 128L, 146L, 158L, 168L, 180L
<b>Unit 6:</b> 204L, 216L, 236L, 250L, 262L, 284L, 295I

<b>English Language Arts</b>
<b>Unit 5: “Use Your Senses...” Through Poetry</b>
<b>40a. Give rehearsed oral presentations that include the following: Expression or an opinion about a text, topic, or idea. (ELA-4-E4)</b>
<b>Unit 3:</b> 213I, 213J
<b>Unit 5:</b> 167B, 179I, 195B
<b>Unit 6:</b> 249B

<b>English Language Arts</b>
<b>Unit 5: “Use Your Senses...” Through Poetry</b>
<b>42a. Use active listening strategies, including: Asking questions and responding to ideas/opinions. (ELA-4-E5)</b>
<b>Unit 1:</b> 27E, 27I, 45E, 45I, 46, 47
<b>Unit 2:</b> 133, 134, 135E, 135I, 146, 147, 164, 165, 181D, 181E, 181I
<b>Unit 3:</b> 214, 215B, 269E, 269I, 270, 271
<b>Unit 4:</b> 23E, 25I, 35A, 35I, 36, 37
<b>Unit 5:</b> 117D, 117E, 117I, 118, 119, 141C, 144, 145, 165I, 166, 167
<b>Unit 6:</b> 201F, 203C, 211F, 213A, 214, 215 231F, 233D, 248, 249, 293E, 295I

<b>English Language Arts</b>
<b>Unit 5: “Use Your Senses...” Through Poetry</b>
<b>42b. Use active listening strategies, including: Giving oral responses, such as explanations or written and/or spoken texts. (ELA-4-E5)</b>
<b>Unit 1:</b> 27E, 27I, 45E, 45I, 46, 47
<b>Unit 2:</b> 133, 134, 135E, 135I, 146, 147, 164, 165, 181D, 181E, 181I
<b>Unit 3:</b> 214, 215B, 269E, 269I, 270, 271
<b>Unit 4:</b> 23E, 25I, 35A, 35I, 36, 37
<b>Unit 5:</b> 117D, 117E, 117I, 118, 119, 141C, 144, 145, 165I, 166, 167
<b>Unit 6:</b> 201F, 203C, 211F, 213A, 214, 215 231F, 233D, 248, 249, 293E, 295I

<b>English Language Arts</b>
<b>Unit 5: “Use Your Senses...” Through Poetry</b>
<b>44. Assume the role of discussion leader, contributor, and active listener. (ELA-4-E7)</b>
<b>Unit 1:</b> 27H, 45A, 45I, 61A, 61C, 81A, 93A, 109A, 109C, 111A, 111I
<b>Unit 2:</b> 118, 125A, 125I, 126, 128, 130, 131F, 133A, 138, 145A, 145H, 148, 150, 160, 161A, 161C, 170, 179A, 181I, 192, 195A, 195H
<b>Unit 3:</b> 200, 204, 206, 208, 211C, 211E, 213A, 223A, 226, 232, 234, 237A, 254, 259I, 264, 269I
<b>Unit 4:</b> 16, 22, 23E, 25C, 30, 42, 44, 47A, 74, 80, 91A, 93A, 103A, 105G
<b>Unit 5:</b> 108, 115F, 117A, 120, 125C, 125F, 127C, 141D, 143A, 145B, 148, 153A, 165I, 179I
<b>Unit 6:</b> 198, 201F, 210, 211F, 215B, 218, 224, 230, 261I

<b>English Language Arts</b>
<b>Unit 5: “Use Your Senses...” Through Poetry</b>
<b>45a. Locate information using organizational features of a variety of resources, including: Electronic information such as pull-down menus, icons, keyword searches, passwords, and entry menu features. (ELA-5-E1)</b>
<b>Unit 1:</b> 25F, 43F, 45D, 59F, 79F, 81A, 93A, 93C, 109F, 111A, 111C
<b>Unit 2:</b> 123F, 125D, 131F, 133D, 143F, 145C, 161E, 161F, 163H, 163C, 163D, 179F, 181D
<b>Unit 3:</b> 211E, 213D, 221F, 223D, 235F, 237C, 247F, 249C, 259C, 257F, 259C, 267F, 269C
<b>Unit 4:</b> 23E, 23F, 33F, 45D, 53F, 58C, 69F, 71A, 71D, 91F, 93A, 93C, 103F, 105A, 105C
<b>Unit 5:</b> 115F, 125E, 125F, 127A, 127D, 141D, 141F, 153E, 155C, 155D, 163F, 165A, 165C, 177F, 179A, 191F, 193A, 193C
<b>Unit 6:</b> 203A, 203B, 203C, 211F, 213C, 231F, 233A, 245F, 247C, 259F, 261A, 261C, 261D, 281F, 283A, 283D, 295A, 295C, 293F, 295D, 245E, 283A

## Unit 6: Reading and Writing Nonfiction Texts

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction Texts</b>
<b>5. Use reference aids such as dictionaries, thesauruses, synonyms finders, and reference software to determine word meanings, word choices, and pronunciations. (ELA-1-E1)</b>
<b>Unit 2:</b> 133H, 133I, 145I, 163I, 181H, 181I, 193B
<b>Unit 3:</b> 237D, 249G, 250P, 259D, 259G, 269G, 269H
<b>Unit 4:</b> 69B, 71G, 71H, 71I, 93H, 93I, 105H
<b>Unit 5:</b> 117G, 117H, 117I, 125E, 127H, 143G, 143H, 155G, 155I, 163B, 165G, 165H, 180N, 193D, 193I
<b>Unit 6:</b> 203G, 233H, 233I, 247H, 250N, 283G, 283I, 284N

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction Texts</b>
<b>7. Adjust speed of reading to accomplish a purpose based in text complexity. (ELA-1-E3)</b>
<p><b>Unit 1:</b> 14N, 14Q, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28N, 28Q, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48N, 48Q, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 64N, 64Q, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82N, 82Q, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94N, 94Q, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 111P</p> <p><b>Unit 2:</b> 114N, 114Q, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126N, 126Q, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136N, 136Q, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 148N, 148Q, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166N, 166Q, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182N, 182Q, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195P</p> <p><b>Unit 3:</b> 198N, 198Q, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216N, 216Q, 216, 217, 218, 219, 220, 221, 222, 223, 224N, 224Q, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240N, 240Q, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250N, 250Q, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260N, 260Q, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 271F</p> <p><b>Unit 4:</b> 14L, 14O, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26O, 26, 27, 28, 29, 30, 31, 32, 33, 24, 25, 26, 27, 38L, 38O, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48L, 48O, 48, 49, 50, 51, 52, 53, 54, 55, 58L, 58O, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72L, 72O, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94L, 94O, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 105P</p> <p><b>Unit 5:</b> 108O, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120O, 120, 121, 122, 123, 124, 125, 126, 127, 128O, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146O, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 158O, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168O, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180O, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195F</p> <p><b>Unit 6:</b> 198O, 198, 199, 200, 201, 202, 203, 204O, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216O, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 236O, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250O, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262O, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284O, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 295P</p>

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction Texts</b>
<b>8a. Identify story elements including: Theme. (ELA-1-E4)</b>
<p><b>Unit 1:</b> 27, 45, 61, 91</p> <p><b>Unit 2:</b> 125, 133, 145, 183, 185, 187, 189, 191, 193, 193A, 193C, 193D</p> <p><b>Unit 3:</b> 199, 201, 203, 205, 207, 209, 211, 213, 223, 237</p> <p><b>Unit 4:</b> 25, 35, 47, 49, 51, 53, 53C, 53D, 91, 103A</p> <p><b>Unit 5:</b> 117, 121, 123, 125, 127, 143</p> <p><b>Unit 6:</b> 203, 213, 233, 237, 239, 241, 243, 245, 293</p>

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction Texts</b>
<b>10. Demonstrate understanding by summarizing stories and information, including the main events or ideas and selected details from the text in oral and written responses. (ELA-1-E5)</b>
<b>Unit 1:</b> 14R, 20, 28Q, 36, 40, 42, 82Q, 90, 94R, 102, 108
<b>Unit 2:</b> 126R, 148Q, 152, 160, 161C, 166Q, 172, 178, 182Q, 192
<b>Unit 3:</b> 198Q, 206, 216Q, 218, 224Q, 232, 240Q, 246
<b>Unit 4:</b> 14O, 16, 22, 26O, 32, 38, 38O, 48O, 52, 58O, 68, 72O, 80, 90, 94O, 102
<b>Unit 5:</b> 108O, 112, 120, 120O, 124, 125C, 146O, 148, 168O, 176, 177C, 180O, 186, 190
<b>Unit 6:</b> 216O, 224, 230, 236O, 238, 262O, 276, 284O, 290

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction Texts</b>
<b>11. Connect ideas, events, and information identified in grade-appropriate texts to prior knowledge and life experiences in oral and written responses. (ELA-1-E6)</b>
<b>Unit 1:</b> 25C
<b>Unit 2:</b> 174
<b>Unit 3:</b> 210, 260O, 262, 266
<b>Unit 4:</b> 20, 26, 45C, 58M, 60, 78, 84, 88
<b>Unit 5:</b> 122, 130, 136, 158M, 166182
<b>Unit 6:</b> 266, 288

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction Texts</b>
<b>13. Read texts, chapter books, and informational materials silently at independent reading level. (ELA-1-E7)</b>
<b>Unit 1:</b> 14D, 14E, 14F, 14G, 14H, 25, 28D, 28E, 28F, 28G, 28H, 28L, 43, 48D, 48E, 49F, 49G, 48H, 48L, 59, 64D, 64E, 64F, 64G, 64H, 64L, 82D, 82E, 82F, 82G, 82H, 82L, 91, 94D, 94E, 94F, 94G, 95H, 94L, 109
<b>Unit 2:</b> 114D, 114E, 114F, 114G, 114H, 114L, 123, 126D, 126E, 126F, 126G, 126H, 126L, 131, 136D, 136E, 136F, 136H, 136H, 136L, 143, 148D, 148E, 148F, 148G, 148H, 148L, 148N, 161, 166D, 166E, 166F, 166G, 166H, 166L, 179, 182D, 182E, 182F, 182G, 182H, 182L, 182M, 182N, 193
<b>Unit 3:</b> 198D, 198E, 198F, 1978G, 198H, 198L, 211, 216D, 216E, 216F, 216G, 216H, 216L, 221, 224 224D, 234E, 234F, 234G, 234H, 224L, 240D, 240E, 240F, 240G, 240H, 240L, 241, 247E, 250D, 250E, 250F, 250G, 250H, 250L, 257, 260D, 260E, 260F, 260G, 260H, 260L, 267
<b>Unit 4:</b> 14D, 14E, 14F, 14G, 14H, 14K, 22, 26D, 26E, 26F, 26G, 26H, 26K, 33, 38D, 38E, 38F, 38G, 38H, 38L, 45, 48D, 48E, 48F, 48G, 48H, 48L, 55, 58D, 58E, 58F, 58H, 58H, 58L, 69, 72D, 72E, 72F, 72G, 72H, 72L, 91, 94D, 94E, 94F, 94G, 94H, 94L, 103
<b>Unit 5:</b> 108D, 108E, 108F, 108G, 108H, 108L, 115, 120K, 120D, 120E, 120F, 120G, 120H, 125, 128D, 128E, 128F, 128G, 128H, 128L, 141, 146D, 146E, 146F, 146H, 146H, 146K, 153, 158D, 158E, 158F, 158G, 158H, 158L, 163, 168D, 168E, 168F, 168G, 168H, 168L, 177, 180D, 180E, 180F, 180G, 180H, 180L, 191
<b>Unit 6:</b> 198D, 198E, 198F, 198G, 198H, 198L 201, 204D, 204E, 204F, 204G, 204H, 204L, 211 216D, 216E, 216F, 216G, 216H, 216L, 231, 236D, 236E, 236F, 236G, 236H, 236K, 245, 250D, 250E, 250F, 250G, 250H, 259, 262D, 262E, 262F, 262G, 262H, 262K, 281, 284D, 284E, 284F, 284G, 284H, 284L, 293

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction Texts</b>
<b>17a. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Sequencing events. (ELA-7-E1)</b>
<b>Unit 1:</b> 81D
<b>Unit 5:</b> 115B, 117D, 128L, 146L, 153B, 193O
<b>Unit 6:</b> 204F

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction Texts</b>
<b>17b. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Making predictions using information from texts. (ELA-7-E1)</b>
<b>Unit 2:</b> 120, 140, 142
<b>Unit 3:</b> 216, 218, 230, 256
<b>Unit 4:</b> 23C, 64, 102
<b>Unit 5:</b> 110, 112, 138, 140, 162, 174, 190
<b>Unit 6:</b> 222, 226, 228, 252, 254, 268, 270

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction Texts</b>
<b>17c. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Making simple inferences and drawing conclusions about information in texts. (ELA-7-E1)</b>
<b>Unit 1:</b> 59E, 79D, 109
<b>Unit 2:</b> 127, 129, 131C, 131
<b>Unit 3:</b> 225, 227, 229, 231, 233, 235, 235C, 235D
<b>Unit 4:</b> 15, 17, 19, 21, 23, 53, 59, 61, 63, 91A, 95, 97, 99, 101, 103
<b>Unit 5:</b> 153, 177
<b>Unit 6:</b> 217, 219, 221, 223, 225, 227, 229, 231, 231C, 231D, 259, 285, 287, 289, 291, 293, 293C, 293D

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction Texts</b>
<b>17f. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Identifying main ideas of texts. (ELA-7-E1)</b>
<b>Unit 1:</b> 83, 85, 87, 89, 91C, 91D
<b>Unit 2:</b> 161
<b>Unit 4:</b> 31, 39, 41, 43, 45
<b>Unit 5:</b> 153, 155, 169, 171, 173, 175, 177
<b>Unit 6:</b> 245, 263, 265, 267, 281C, 281D

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction Texts</b>
<b>19. Identify an author’s purpose for writing, including persuading, entertaining, and informing. (ELA-7-E3)</b>
<b>Unit 2:</b> 183, 185, 187, 189, 191, 193, 193C
<b>Unit 3:</b> 199, 201, 203, 205, 207, 209, 211
<b>Unit 4:</b> 49, 51, 53, 53C
<b>Unit 5:</b> 121, 123, 125, 129, 131, 133, 135, 137, 139, 141, 141C, 141D
<b>Unit 6:</b> 237, 239, 241, 243, 245

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction Texts</b>
<b>20. Explain the author’s viewpoint using information from the text. (ELA-7-E3)</b>
<b>Unit 2:</b> 126A, 148A, 193D
<b>Unit 3:</b> 267D
<b>Unit 4:</b> 38A, 53D
<b>Unit 5:</b> 125D, 146A, 191D
<b>Unit 6:</b> 211D, 281D, 281E

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction Texts</b>
<b>21b. Apply basic reasoning skills, including: Skimming and scanning texts to locate specific information. (ELA-7-E4)</b>
<b>Unit 1:</b> 14N, 14Q, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28N, 28Q, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48N, 48Q, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 64N, 64Q, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82N, 82Q, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94N, 94Q, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 111P
<b>Unit 2:</b> 114N, 114Q, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126N, 126Q, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136N, 136Q, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 148N, 148Q, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166N, 166Q, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182N, 182Q, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195P
<b>Unit 3:</b> 198N, 198Q, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216N, 216Q, 216, 217, 218, 219, 220, 221, 222, 223, 224N, 224Q, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240N, 240Q, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250N, 250Q, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260N, 260Q, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 271F
<b>Unit 4:</b> 14L, 14O, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26O, 26, 27, 28, 29, 30, 31, 32, 33, 24, 25, 26, 27, 38L, 38O, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48L, 48O, 48, 49, 50, 51, 52, 53, 54, 55, 58L, 58O, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72L, 72O, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94L, 94O, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 105P
<b>Unit 5:</b> 108O, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120O, 120, 121, 122, 123, 124, 125, 126, 127, 128O, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146O, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 158O, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168O, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180O, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195F
<b>Unit 6:</b> 198O, 198, 199, 200, 201, 202, 203, 204O, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216O, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 236O, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250O, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262O, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284O, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 295P



<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction Texts</b>
<b>21c. Apply basic reasoning skills, including: Identifying multiple causes and/or effects in texts and life situations. (ELA-7-E4)</b>
<b>Unit 1:</b> 29, 31, 33, 35, 37, 39, 41, 43, 43C, 65, 67, 69, 71, 73, 75, 77, 79
<b>Unit 2:</b> 149, 151, 153, 155, 157, 159, 161, 167, 169, 171, 173, 175, 177, 179, 179C
<b>Unit 4:</b> 27, 29, 31, 33, 33C, 95, 97, 99, 101, 103
<b>Unit 5:</b> 195A
<b>Unit 6:</b> 261C, 269, 271, 273, 275, 277, 279, 281, 281A

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction Texts</b>
<b>21d. Apply basic reasoning skills, including: Raising questions to obtain clarification and/or direct investigation. (ELA-7-E4)</b>
<b>Unit 1:</b> 25A, 43A, 47, 59A, 74A, 79A, 109A
<b>Unit 2:</b> 123A, 131A, 135, 143A, 161A, 165, 179A, 193A
<b>Unit 3:</b> 211A, 221A, 235A, 247A, 257A, 267A
<b>Unit 4:</b> 23A, 33A, 45A, 53A, 69A, 91A, 103A
<b>Unit 5:</b> 115A, 125A, 141A, 153A, 163A, 177A, 191A
<b>Unit 6:</b> 201A, 211A, 231A, 245A, 259A, 281A, 293A

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction Texts</b>
<b>21e. Apply basic reasoning skills, including: Connecting what is learned to real-life situations. (ELA-7-E4)</b>
<b>Unit 1:</b> 25C
<b>Unit 2:</b> 174
<b>Unit 3:</b> 210, 260O, 262, 266
<b>Unit 4:</b> 20, 26, 45C, 58M, 60, 78, 84, 88
<b>Unit 5:</b> 122, 130, 136, 158M, 166182
<b>Unit 6:</b> 266, 288

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction Texts</b>
<b>23. Incorporate grade-appropriate vocabulary and information when writing for an intended audience and/or purpose. (ELA-2-E2)</b>
<b>Unit 1:</b> 14P, 27E, 28P, 45E, 48P, 61E, 64P, 81E, 82P, 93E, 94P, 111E
<b>Unit 2:</b> 114P, 125E, 126P, 133E, 136P, 145E, 148P, 163E, 166P, 181E, 182P, 195E
<b>Unit 3:</b> 198P, 213E, 216P, 223E, 224P, 237E, 240P, 249E, 250P, 259E, 260P, 269E
<b>Unit 4:</b> 14N, 25E, 26N, 35E, 38N, 47E, 48N, 55E, 58N, 71E, 72N, 93E, 94N, 105E
<b>Unit 5:</b> 108N, 117E, 120N, 127E, 128N, 143E, 146N, 155E, 158N, 165E, 168N, 179E, 180N, 193E
<b>Unit 6:</b> 198N, 203E, 204N, 213E, 216N, 233E, 236N, 247E, 250N, 261E, 262N, 283E, 284N, 295E

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction Texts</b>
<b>24a. Develop compositions of two or more paragraphs using writing processes such as the following: Selecting a topic. (ELA-2-E3)</b>
<b>Unit 1:</b> 27F, 27G, 27H, 27I, 27J
<b>Unit 2:</b> 125A, 125F, 125G, 133F, 133G, 145F, 163F, 163G, 181F, 181G, 195F, 195G
<b>Unit 3:</b> 213F, 213G, 223G, 237G, 249A, 249G, 259G, 269G
<b>Unit 4:</b> 25C, 25G, 35C, 35G, 47G, 55G, 71G, 93A, 93G, 105G
<b>Unit 5:</b> 117G, 127C, 127G, 143G, 155G, 165G, 179G, 193G
<b>Unit 6:</b> 203A, 203G, 213G, 233G, 247G, 261G, 283G, 295G

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction Texts</b>
<b>24c. Develop compositions of two or more paragraphs using writing processes such as the following: Drafting. (ELA-2-E3)</b>
<b>Unit 1:</b> 61F, 61G, 61H, 16I, 61J
<b>Unit 2:</b> 125H, 133H, 145H, 163H, 181H, 195H
<b>Unit 3:</b> 213H, 223H, 237H, 249H, 259H, 269H
<b>Unit 4:</b> 25H, 35H, 47H, 55H, 71H, 93C, 93H, 105H
<b>Unit 5:</b> 117H, 127H, 143H, 155H, 165H, 179H, 193H
<b>Unit 6:</b> 203H, 213H, 233H, 247H, 261H, 283H, 295H

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction Texts</b>
<b>24e. Develop compositions of two or more paragraphs using writing processes such as the following: Revising and proofreading. (ELA-2-E3)</b>
<b>Unit 1:</b> 81F, 81G, 81H, 81I, 81J, 93F, 93G, 93H, 93I, 93J
<b>Unit 2:</b> 125F, 125G, 125H, 125I, 125J, 133F, 133G, 133H, 133I, 133J, 145F, 145G, 145H, 145I, 145J, 163F, 163G, 163H, 163I, 163J, 181F, 181G, 181H, 181I, 181J, 195J
<b>Unit 3:</b> 213H, 213I, 213J, 223J, 237I, 237J, 249J, 259J, 269I, 269J
<b>Unit 4:</b> 27I, 27J, 35I, 35J, 47I, 47J, 55I, 55J, 71I, 71J, 93I, 93J, 105I, 105J
<b>Unit 5:</b> 117I, 117J, 127I, 127J, 143I, 143J, 155I, 155J, 165I, 165J, 179I, 179J, 193I, 193J
<b>Unit 6:</b> 203I, 203J, 213I, 213J, 233I, 233J, 247I, 247J, 259C, 261I, 261J, 281D, 283I, 283J, 293D, 295I, 295J

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction Texts</b>
<b>25. Develop organized one- and two-paragraph compositions using description and narration. (ELA-2-E4)</b>
<b>Unit 2:</b> 114L
<b>Unit 4:</b> 69C

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction Texts</b>
<b>27b. Write for various purposes, including: Book reports and informational compositions that include main ideas and significant details from the text. (ELA-2-E6)</b>
<b>Unit 2:</b> 131C, 135A, 161D
<b>Unit 3:</b> 213H, 237H, 267E, 269H
<b>Unit 4:</b> 25F, 25G, 25H, 47G, 47H, 71H
<b>Unit 5:</b> 117G, 117H, 127F, 127G, 127H, 127I, 127J, 143F, 143G, 143H, 143I, 143J, 155G, 165F, 165G, 165H, 165I, 165J, 167A, 179F, 179G, 179H, 179I, 179J, 193G, 193G, 193H, 193I, 193J, 195A
<b>Unit 6:</b> 201C, 213F, 213G, 213H, 213I, 213J, 233F, 233G, 233H, 233I, 233J, 283F, 283G, 283H, 283I, 283J, 295F, 295G, 295H, 295I, 295J

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction Texts</b>
<b>28. Write legibly in cursive or printed form, using standard margins and demonstrating appropriate spacing of letters, words, sentences, and paragraphs. (ELA-3-E1)</b>
<b>Unit 1:</b> 27J, 45J, 61J, 81J, 93J, 111J
<b>Unit 2:</b> 125J, 133J, 145J, 163J, 181J, 195J
<b>Unit 3:</b> 213J, 223J, 237J, 249J, 259J, 269J
<b>Unit 4:</b> 25J, 35J, 47J, 55J, 71J, 93J, 105J
<b>Unit 5:</b> 117J, 127J, 143J, 155J, 165J, 179J, 193J
<b>Unit 6:</b> 203J, 213J, 233J, 247J, 261J, 283J, 295J

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction Texts</b>
<b>29. Use standard English punctuation, including: Commas to separate phrases in a series. (ELA-3-E2)</b>
<b>Unit 2:</b> 125F, 125G, 125H, 125I, 125J, 133F, 133G, 133H, 195F, 195G, 195H
<b>Unit 4:</b> 25h, 25I, 25J, 47H, 47I, 47J
<b>Unit 5:</b> 117G, 117H, 143F, 143G, 143H, 143J, 193F, 193G
<b>Unit 6:</b> 203F, 203G, 203H, 203J, 247F, 247G, 247H, 247I, 247J, 283F, 283G, 283H, 283I, 283J, 295F, 295G, 295H

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction Texts</b>
<b>30. Capitalize the first word in direct quotations and proper adjectives (e.g., American, flag, Mexican food). (ELA-3-E2)</b>
<b>Unit 1:</b> 14N, 27F, 27G, 27H, 93H, 93I, 93J, 111H
<b>Unit 2:</b> 114N, 125J, 126N, 133J, 136N, 145J, 148N, 163E, 163F, 163G, 163H, 163J, 166N, 181, 182N, 195J
<b>Unit 3:</b> 198N, 213J, 216N, 223Jm 224N, 237J, 240N, 249J, 250N, 259J, 260N, 269J
<b>Unit 4:</b> 25H, 25I, 25J, 35J, 47H, 47I, 47J, 55H, 55I, 55J, 93J, 105H, 105I, 105J
<b>Unit 5:</b> 117J, 127J, 143J, 155F, 155G, 155H, 155J, 165F, 165G, 165H, 165J, 179F, 179G, 179H, 179J, 193F, 193G, 193H, 193J
<b>Unit 6:</b> 203J, 213J, 233F, 233G, 233H, 233J, 247F, 247G, 247H, 247I, 247J, 261J, 283F, 283G, 283H, 283I, 283J, 295F, 295G, 295H, 295J

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction Texts</b>
<b>31a. Write using standard English structure and usage, including: Avoiding run-on sentences. (ELA-3-E3)</b>
<b>Unit 1:</b> 93F, 93G, 93H, 111F, 111G, 111H

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction Texts</b>
<b>31b. Write using standard English structure and usage, including: Using verbs in the future tense. (ELA-3-E3)</b>
<b>Unit 1:</b> 61E, 61F, 61G, 61H, 64K, 64L, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 81E, 81F, 81G, 81H, 111F, 111G, 111H
<b>Unit 3:</b> 237E, 237F, 237G, 237H, 269G, 269H
<b>Unit 4:</b> 71F, 71G, 71H, 105F, 105G, 105H
<b>Unit 6:</b> 233F, 261F, 261G, 261H

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction Texts</b>
<b>31c. Write using standard English structure and usage, including: Making subjects and verbs agree in sentences with simple and compound subjects and predicates. (ELA-3-E3)</b>
<b>Unit 1:</b> 61F, 61G, 61H, 81F, 81G, 81H, 81I, 111F, 111G, 111H
<b>Unit 3:</b> 237F, 237G, 237H, 269F, 269G, 269H
<b>Unit 4:</b> 35F, 35G, 35H, 105F, 105G, 105H
<b>Unit 5:</b> 117F, 117G, 117H, 193F, 193G, 193H
<b>Unit 6:</b> 233F, 233G, 233H, 261F, 261G, 261H, 283F, 283G, 283H, 295F, 295G, 295H

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction Texts</b>
<b>40a. Give rehearsed oral presentations that include the following: Expression or an opinion about a text, topic, or idea. (ELA-4-E4)</b>
<b>Unit 3:</b> 213I, 213J
<b>Unit 5:</b> 167B, 179I, 195B
<b>Unit 6:</b> 249B

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction Texts</b>
<b>41. Clarify and enhance oral presentations through the use of appropriate props (E.g., objects, pictures, charts). (ELA-4-E4)</b>
<b>Unit 2:</b> 123F, 131F, 163I
<b>Unit 3:</b> 221E, 235F, 259A
<b>Unit 4:</b> 45E, 105A
<b>Unit 5:</b> 115F, 125E, 125F, 141F, 191F
<b>Unit 6:</b> 201F, 211F, 233A

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction Texts</b>
<b>42a. Use active listening strategies, including: Asking questions and responding to ideas/opinions. (ELA-4-E5)</b>
<b>Unit 1:</b> 27E, 27I, 45E, 45I, 46, 47
<b>Unit 2:</b> 133, 134, 135E, 135I, 146, 147, 164, 165, 181D, 181E, 181I
<b>Unit 3:</b> 214, 215B, 269E, 269I, 270, 271
<b>Unit 4:</b> 23E, 25I, 35A, 35I, 36, 37
<b>Unit 5:</b> 117D, 117E, 117I, 118, 119, 141C, 144, 145, 165I, 166, 167
<b>Unit 6:</b> 201F, 203C, 211F, 213A, 214, 215 231F, 233D, 248, 249, 293E, 295I

<b>English Language Arts</b>
<b>Unit 6: Reading and Writing Nonfiction Texts</b>
<b>43. Compare ideas and points of view from a variety of media, including television, video, music, the Web, charts, and print materials. (ELA-4-E6)</b>
<b>Unit 1:</b> 45D
<b>Unit 2:</b> 133D, 145C
<b>Unit 3:</b> 221C, 223D
<b>Unit 4:</b> 25D, 45D, 55I, 71D
<b>Unit 5:</b> 155I
<b>Unit 6:</b> 261D, 231D, 281D

## Unit 7: Who’s Who—Autobiographies/Biographies

### English Language Arts

#### Unit 7: Who’s Who—Autobiographies/Biographies

**10. Demonstrate understanding by summarizing stories and information, including the main events or ideas and selected details from the text in oral and written responses. (ELA-1-E5)**

**Unit 1:** 14R, 20, 28Q, 36, 40, 42, 82Q, 90, 94R, 102, 108

**Unit 2:** 126R, 148Q, 152, 160, 161C, 166Q, 172, 178, 182Q, 192

**Unit 3:** 198Q, 206, 216Q, 218, 224Q, 232, 240Q, 246

**Unit 4:** 14O, 16, 22, 26O, 32, 38, 38O, 48O, 52, 58O, 68, 72O, 80, 90, 94O, 102

**Unit 5:** 108O, 112, 120, 120O, 124, 125C, 146O, 148, 168O, 176, 177C, 180O, 186, 190

**Unit 6:** 216O, 224, 230, 236O, 238, 262O, 276, 284O, 290

### English Language Arts

#### Unit 7: Who’s Who—Autobiographies/Biographies

**11. Connect ideas, events, and information identified in grade-appropriate texts to prior knowledge and life experiences in oral and written responses. (ELA-1-E6)**

**Unit 1:** 25C

**Unit 2:** 174

**Unit 3:** 210, 260O, 262, 266

**Unit 4:** 20, 26, 45C, 58M, 60, 78, 84, 88

**Unit 5:** 122, 130, 136, 158M, 166182

**Unit 6:** 266, 288

### English Language Arts

#### Unit 7: Who’s Who—Autobiographies/Biographies

**13. Read texts, chapter books, and informational materials silently at independent reading level. (ELA-1-E7)**

**Unit 1:** 14D, 14E, 14F, 14G, 14H, 25, 28D, 28E, 28F, 28G, 28H, 28L, 43, 48D, 48E, 49F, 49G, 48H, 48L, 59, 64D, 64E, 64F, 64G, 64H, 64L, 82D, 82E, 82F, 82G, 82H, 82L, 91, 94D, 94E, 94F, 94G, 95H, 94L, 109

**Unit 2:** 114D, 114E, 114F, 114G, 114H, 114L, 123, 126D, 126E, 126F, 126G, 126H, 126L, 131, 136D, 136E, 136F, 136H, 136H, 136L, 143, 148D, 148E, 148F, 148G, 148H, 148L, 148N, 161, 166D, 166E, 166F, 166G, 166H, 166L, 179, 182D, 182E, 182F, 182G, 182H, 182L, 182M, 182N, 193

**Unit 3:** 198D, 198E, 198F, 1978G, 198H, 198L, 211, 216D, 216E, 216F, 216G, 216H, 216L, 221, 224 224D, 234E, 234F, 234G, 234H, 224L, 240D, 240E, 240F, 240G, 240H, 240L, 241, 247E, 250D, 250E, 250F, 250G, 250H, 250L, 257, 260D, 260E, 260F, 260G, 260H, 260L, 267

**Unit 4:** 14D, 14E, 14F, 14G, 14H, 14K, 22, 26D, 26E, 26F, 26G, 26H, 26K, 33, 38D, 38E, 38F, 38G, 38H, 38L, 45, 48D, 48E, 48F, 48G, 48H, 48L, 55, 58D, 58E, 58F, 58H, 58H, 58L, 69, 72D, 72E, 72F, 72G, 72H, 72L, 91, 94D, 94E, 94F, 94G, 94H, 94L, 103

**Unit 5:** 108D, 108E, 108F, 108G, 108H, 108L, 115, 120K, 120D, 120E, 120F, 120G, 120H, 125, 128D, 128E, 128F, 128G, 128H, 128L, 141, 146D, 146E, 146F, 146H, 146H, 146K, 153, 158D, 158E, 158F, 158G, 158H, 158L, 163, 168D, 168E, 168F, 168G, 168H, 168L, 177, 180D, 180E, 180F, 180G, 180H, 180L, 191

**Unit 6:** 198D, 198E, 198F, 198G, 198H, 198L 201, 204D, 204E, 204F, 204G, 204H, 204L, 211 216D, 216E, 216F, 216G, 216H, 216L, 231, 236D, 236E, 236F, 236G, 236H, 236K, 245, 250D, 250E, 250F, 250G, 250H, 259, 262D, 262E, 262F, 262G, 262H, 262K, 281, 284D, 284E, 284F, 284G, 284H, 284L, 293

<b>English Language Arts</b>
<b>Unit 7: Who's Who—Autobiographies/Biographies</b>
<b>Standard 7:</b>
<b>20. Explain the author's viewpoint using information from the text. (ELA-7-E3)</b>
<b>Unit 2:</b> 126A, 148A, 193D
<b>Unit 3:</b> 267D
<b>Unit 4:</b> 38A, 53D
<b>Unit 5:</b> 125D, 146A, 191D
<b>Unit 6:</b> 211D, 281D, 281E

<b>English Language Arts</b>
<b>Unit 7: Who's Who—Autobiographies/Biographies</b>
<b>21a. Apply basic reasoning skills, including: Identifying differences between fact and opinion. (ELA-7-E4)</b>
<b>Unit 4:</b> 25H
<b>Unit 5:</b> 141C, 141D, 159, 161, 163, 163C, 163D
<b>Unit 6:</b> 207, 209, 211, 211C, 211D

<b>English Language Arts</b>
<b>Unit 7: Who's Who—Autobiographies/Biographies</b>
<b>21c. Apply basic reasoning skills, including: Identifying multiple causes and/or effects in texts and life situations. (ELA-7-E4)</b>
<b>Unit 1:</b> 29, 31, 33, 35, 37, 39, 41, 43, 43C, 65, 67, 69, 71, 73, 75, 77, 79
<b>Unit 2:</b> 149, 151, 153, 155, 157, 159, 161, 167, 169, 171, 173, 175, 177, 179, 179C
<b>Unit 4:</b> 27, 29, 31, 33, 33C, 95, 97, 99, 101, 103
<b>Unit 5:</b> 195A
<b>Unit 6:</b> 261C, 269, 271, 273, 275, 277, 279, 281, 281A

<b>English Language Arts</b>
<b>Unit 7: Who's Who—Autobiographies/Biographies</b>
<b>21d. Apply basic reasoning skills, including: Raising questions to obtain clarification and/or direct investigation. (ELA-7-E4)</b>
<b>Unit 1:</b> 25A, 43A, 47, 59A, 74A, 79A, 109A
<b>Unit 2:</b> 123A, 131A, 135, 143A, 161A, 165, 179A, 193A
<b>Unit 3:</b> 211A, 221A, 235A, 247A, 257A, 267A
<b>Unit 4:</b> 23A, 33A, 45A, 53A, 69A, 91A, 103A
<b>Unit 5:</b> 115A, 125A, 141A, 153A, 163A, 177A, 191A
<b>Unit 6:</b> 201A, 211A, 231A, 245A, 259A, 281A, 293A

<b>English Language Arts</b>
<b>Unit 7: Who’s Who—Autobiographies/Biographies</b>
<b>21e. Apply basic reasoning skills, including: Connecting what is learned to real-life situations. (ELA-7-E4)</b>
<b>Unit 1:</b> 25C
<b>Unit 2:</b> 174
<b>Unit 3:</b> 210, 260O, 262, 266
<b>Unit 4:</b> 20, 26, 45C, 58M, 60, 78, 84, 88
<b>Unit 5:</b> 122, 130, 136, 158M, 166182
<b>Unit 6:</b> 266, 288

<b>English Language Arts</b>
<b>Unit 7: Who’s Who—Autobiographies/Biographies</b>
<b>22a. Write compositions of two or more paragraphs that are organized with the following: A central idea. (ELA-2-E1)</b>
<b>Unit 2:</b> 125G, 125H, 125I, 133G, 145G, 163F, 163H, 195H
<b>Unit 3:</b> 213H, 237H
<b>Unit 4:</b> 25I, 55H
<b>Unit 6:</b> 283G

<b>English Language Arts</b>
<b>Unit 7: Who’s Who—Autobiographies/Biographies</b>
<b>22b. Write compositions of two or more paragraphs that are organized with the following: A logical, sequential order. (ELA-2-E1)</b>
<b>Unit 2:</b> 125G, 125H, 125I, 133G, 145G, 163F, 163H, 195H
<b>Unit 3:</b> 213H, 237H
<b>Unit 4:</b> 25I, 55H
<b>Unit 6:</b> 283G

<b>English Language Arts</b>
<b>Unit 7: Who’s Who—Autobiographies/Biographies</b>
<b>22c. Write compositions of two or more paragraphs that are organized with the following: Supporting details that develop ideas. (ELA-2-E1)</b>
<b>Unit 2:</b> 125G, 125H, 125I, 133G, 145G, 163F, 163H, 195H
<b>Unit 3:</b> 213H, 237H
<b>Unit 4:</b> 25I, 55H
<b>Unit 6:</b> 283G



<b>English Language Arts</b>
<b>Unit 7: Who’s Who—Autobiographies/Biographies</b>
<b>22d. Write compositions of two or more paragraphs that are organized with the following: Transitional words within and between paragraphs. (ELA-2-E1)</b>
<b>Unit 2:</b> 125G, 125H, 125I, 133G, 145G, 163F, 163H, 195H
<b>Unit 3:</b> 213H, 237H
<b>Unit 4:</b> 25I, 55H
<b>Unit 6:</b> 283G

<b>English Language Arts</b>
<b>Unit 7: Who’s Who—Autobiographies/Biographies</b>
<b>23. Incorporate grade-appropriate vocabulary and information when writing for an intended audience and/or purpose. (ELA-2-E2)</b>
<b>Unit 1:</b> 14P, 27E, 28P, 45E, 48P, 61E, 64P, 81E, 82P, 93E, 94P, 111E
<b>Unit 2:</b> 114P, 125E, 126P, 133E, 136P, 145E, 148P, 163E, 166P, 181E, 182P, 195E
<b>Unit 3:</b> 198P, 213E, 216P, 223E, 224P, 237E, 240P, 249E, 250P, 259E, 260P, 269E
<b>Unit 4:</b> 14N, 25E, 26N, 35E, 38N, 47E, 48N, 55E, 58N, 71E, 72N, 93E, 94N, 105E
<b>Unit 5:</b> 108N, 117E, 120N, 127E, 128N, 143E, 146N, 155E, 158N, 165E, 168N, 179E, 180N, 193E
<b>Unit 6:</b> 198N, 203E, 204N, 213E, 216N, 233E, 236N, 247E, 250N, 261E, 262N, 283E, 284N, 295E

<b>English Language Arts</b>
<b>Unit 7: Who’s Who—Autobiographies/Biographies</b>
<b>24a. Develop compositions of two or more paragraphs using writing processes such as the following: Selecting a topic. (ELA-2-E3)</b>
<b>Unit 1:</b> 27F, 27G, 27H, 27I, 27J
<b>Unit 2:</b> 125A, 125F, 125G, 133F, 133G, 145F, 163F, 163G, 181F, 181G, 195F, 195G
<b>Unit 3:</b> 213F, 213G, 223G, 237G, 249A, 249G, 259G, 269G
<b>Unit 4:</b> 25C, 25G, 35C, 35G, 47G, 55G, 71G, 93A, 93G, 105G
<b>Unit 5:</b> 117G, 127C, 127G, 143G, 155G, 165G, 179G, 193G
<b>Unit 6:</b> 203A, 203G, 213G, 233G, 247G, 261G, 283G, 295G

<b>English Language Arts</b>
<b>Unit 7: Who’s Who—Autobiographies/Biographies</b>
<b>24b. Develop compositions of two or more paragraphs using writing processes such as the following: Prewriting using strategies such as brainstorming, locating information, and generating graphic organizers. (ELA-2-E3)</b>
<b>Unit 1:</b> 27F, 27G, 27H, 27I, 27J
<b>Unit 2:</b> 125A, 125F, 125G, 133F, 133G, 145F, 163F, 163G, 181F, 181G, 195F, 195G
<b>Unit 3:</b> 213F, 213G, 223G, 237G, 249A, 249G, 259G, 269G
<b>Unit 4:</b> 25C, 25G, 35C, 35G, 47G, 55G, 71G, 93A, 93G, 105G
<b>Unit 5:</b> 117G, 127C, 127G, 143G, 155G, 165G, 179G, 193G
<b>Unit 6:</b> 203A, 203G, 213G, 233G, 247G, 261G, 283G, 295G

<b>English Language Arts</b>
<b>Unit 7: Who’s Who—Autobiographies/Biographies</b>
<b>24c. Develop compositions of two or more paragraphs using writing processes such as the following: Drafting. (ELA-2-E3)</b>
<b>Unit 1:</b> 61F, 61G, 61H, 16I, 61J
<b>Unit 2:</b> 125H, 133H, 145H, 163H, 181H, 195H
<b>Unit 3:</b> 213H, 223H, 237H, 249H, 259H, 269H
<b>Unit 4:</b> 25H, 35H, 47H, 55H, 71H, 93C, 93H, 105H
<b>Unit 5:</b> 117H, 127H, 143H, 155H, 165H, 179H, 193H
<b>Unit 6:</b> 203H, 213H, 233H, 247H, 261H, 283H, 295H

<b>English Language Arts</b>
<b>Unit 7: Who’s Who—Autobiographies/Biographies</b>
<b>24d. Develop compositions of two or more paragraphs using writing processes such as the following: Conferencing with teachers. (ELA-2-E3)</b>
<b>Unit 1:</b> 81F, 81G, 81H, 81I, 81J, 93F, 93G, 93H, 93I, 93J
<b>Unit 2:</b> 125F, 125G, 125H, 125I, 125J, 133F, 133G, 133H, 133I, 133J, 145F, 145G, 145H, 145I, 145J, 163F, 163G, 163H, 163I, 163J, 181F, 181G, 181H, 181I, 181J
<b>Unit 3:</b> 213H, 213I, 213J, 237I, 269I
<b>Unit 4:</b> 27I, 35I, 47I, 55I, 71I, 93I, 105I
<b>Unit 5:</b> 117I, 127I, 143I, 155I, 165I, 179I, 193I
<b>Unit 6:</b> 203I, 213I, 233I, 247I, 261I, 283I, 295I

<b>English Language Arts</b>
<b>Unit 7: Who’s Who—Autobiographies/Biographies</b>
<b>25. Develop organized one- and two-paragraph compositions using description and narration. (ELA-2-E4)</b>
<b>Unit 2:</b> 114L
<b>Unit 4:</b> 69C

<b>English Language Arts</b>
<b>Unit 7: Who’s Who—Autobiographies/Biographies</b>
<b>27b. Write for various purposes, including: Book reports and informational compositions that include main ideas and significant details from the text. (ELA-2-E6)</b>
<b>Unit 2:</b> 131C, 135A, 161D
<b>Unit 3:</b> 213H, 237H, 267E, 269H
<b>Unit 4:</b> 25F, 25G, 25H, 47G, 47H, 71H
<b>Unit 5:</b> 117G, 117H, 127F, 127G, 127H, 127I, 127J, 143F, 143G, 143H, 143I, 143J, 155G, 165F, 165G, 165H, 165I, 165J, 167A, 179F, 179G, 179H, 179I, 179J, 193G, 193G, 193H, 193I, 193J, 195A
<b>Unit 6:</b> 201C, 213F, 213G, 213H, 213I, 213J, 233F, 233G, 233H, 233I, 233J, 283F, 283G, 283H, 283I, 283J, 295F, 295G, 295H, 295I, 295J

<b>English Language Arts</b>
<b>Unit 7: Who’s Who—Autobiographies/Biographies</b>
<b>28. Write legibly in cursive or printed form, using standard margins and demonstrating appropriate spacing of letters, words, sentences, and paragraphs. (ELA-3-E1)</b>
<b>Unit 1:</b> 27J, 45J, 61J, 81J, 93J, 111J
<b>Unit 2:</b> 125J, 133J, 145J, 163J, 181J, 195J
<b>Unit 3:</b> 213J, 223J, 237J, 249J, 259J, 269J
<b>Unit 4:</b> 25J, 35J, 47J, 55J, 71J, 93J, 105J
<b>Unit 5:</b> 117J, 127J, 143J, 155J, 165J, 179J, 193J
<b>Unit 6:</b> 203J, 213J, 233J, 247J, 261J, 283J, 295J

<b>English Language Arts</b>
<b>Unit 7: Who’s Who—Autobiographies/Biographies</b>
<b>30. Capitalize the first word in direct quotations and proper adjectives (e.g., American, flag, Mexican food). (ELA-3-E2)</b>
<b>Unit 1:</b> 14N, 27F, 27G, 27H, 93H, 93I, 93J, 111H
<b>Unit 2:</b> 114N, 125J, 126N, 133J, 136N, 145J, 148N, 163E, 163F, 163G, 163H, 163J, 166N, 181, 182N, 195J
<b>Unit 3:</b> 198N, 213J, 216N, 223Jm 224N, 237J, 240N, 249J, 250N, 259J, 260N, 269J
<b>Unit 4:</b> 25H, 25I, 25J, 35J, 47H, 47I, 47J, 55H, 55I, 55J, 93J, 105H, 105I, 105J
<b>Unit 5:</b> 117J, 127J, 143J, 155F, 155G, 155H, 155J, 165F, 165G, 165H, 165J, 179F, 179G, 179H, 179J, 193F, 193G, 193H, 193J
<b>Unit 6:</b> 203J, 213J, 233F, 233G, 233H, 233J, 247F, 247G, 247H, 247I, 247J, 261J, 283F, 283G, 283H, 283I, 283J, 295F, 295G, 295H, 295J

<b>English Language Arts</b>
<b>Unit 7: Who’s Who—Autobiographies/Biographies</b>
<b>31a. Write using standard English structure and usage, including: Avoiding run-on sentences. (ELA-3-E3)</b>
<b>Unit 1:</b> 93F, 93G, 93H, 111F, 111G, 111H

<b>English Language Arts</b>
<b>Unit 7: Who’s Who—Autobiographies/Biographies</b>
<b>31b. Write using standard English structure and usage, including: Using verbs in the future tense. (ELA-3-E3)</b>
<b>Unit 1:</b> 61E, 61F, 61G, 61H, 64K, 64L, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 81E, 81F, 81G, 81H, 111F, 111G, 111H
<b>Unit 3:</b> 237E, 237F, 237G, 237H, 269G, 269H
<b>Unit 4:</b> 71F, 71G, 71H, 105F, 105G, 105H
<b>Unit 6:</b> 233F, 261F, 261G, 261H

<b>English Language Arts</b>
<b>Unit 7: Who’s Who—Autobiographies/Biographies</b>
<b>31c. Write using standard English structure and usage, including: Making subjects and verbs agree in sentences with simple and compound subjects and predicates. (ELA-3-E3)</b>
<b>Unit 1:</b> 61F, 61G, 61H, 81F, 81G, 81H, 81I, 111F, 111G, 111H
<b>Unit 3:</b> 237F, 237G, 237H, 269F, 269G, 269H
<b>Unit 4:</b> 35F, 35G, 35H, 105F, 105G, 105H
<b>Unit 5:</b> 117F, 117G, 117H, 193F, 193G, 193H
<b>Unit 6:</b> 233F, 233G, 233H, 261F, 261G, 261H, 283F, 283G, 283H, 295F, 295G, 295H

<b>English Language Arts</b>
<b>Unit 7: Who’s Who—Autobiographies/Biographies</b>
<b>32e. Write using standard English structure and usage, including: Using first-, second-, and third-person pronouns correctly. (ELA-3-E4)</b>
<b>Unit 1:</b> 45E, 45F, 45G, 45H
<b>Unit 4:</b> 55E, 55F, 55G, 55H

<b>English Language Arts</b>
<b>Unit 7: Who’s Who—Autobiographies/Biographies</b>
<b>40b. Give rehearsed oral presentations that include the following: Relevant facts and details from multiple sources. (ELA-4-E4)</b>
<b>Unit 3:</b> 213I, 213J
<b>Unit 5:</b> 167B, 179I, 195B
<b>Unit 6:</b> 249B

<b>English Language Arts</b>
<b>Unit 7: Who’s Who—Autobiographies/Biographies</b>
<b>41. Clarify and enhance oral presentations through the use of appropriate props (E.g., objects, pictures, charts). (ELA-4-E4)</b>
<b>Unit 2:</b> 123F, 131F, 163I
<b>Unit 3:</b> 221E, 235F, 259A
<b>Unit 4:</b> 45E, 105A
<b>Unit 5:</b> 115F, 125E, 125F, 141F, 191F
<b>Unit 6:</b> 201F, 211F, 233A

<b>English Language Arts</b>
<b>Unit 7: Who’s Who—Autobiographies/Biographies</b>
<b>42a. Use active listening strategies, including: Asking questions and responding to ideas/opinions. (ELA-4-E5)</b>
<b>Unit 1:</b> 27E, 27I, 45E, 45I, 46, 47
<b>Unit 2:</b> 133, 134, 135E, 135I, 146, 147, 164, 165, 181D, 181E, 181I
<b>Unit 3:</b> 214, 215B, 269E, 269I, 270, 271
<b>Unit 4:</b> 23E, 25I, 35A, 35I, 36, 37
<b>Unit 5:</b> 117D, 117E, 117I, 118, 119, 141C, 144, 145, 165I, 166, 167
<b>Unit 6:</b> 201F, 203C, 211F, 213A, 214, 215 231F, 233D, 248, 249, 293E, 295I

<b>English Language Arts</b>
<b>Unit 7: Who’s Who—Autobiographies/Biographies</b>
<b>49. Complete simple outlines with main topics and subtopics that reflect the information gathered. (ELA-5-E3)</b>
<b>Unit 1:</b> 25F, 43F, 45D, 59F, 79F, 81A, 93A, 93C, 109F, 111A, 111C
<b>Unit 2:</b> 123F, 125D, 131F, 133D, 143F, 145C, 161E, 161F, 163H, 163C, 163D, 179F, 181D
<b>Unit 3:</b> 211E, 213D, 221F, 223D, 235F, 237C, 247F, 249C, 259C, 257F, 259C, 267F, 269C
<b>Unit 4:</b> 23E, 23F, 33F, 45D, 53F, 58C, 69F, 71A, 71D, 91F, 93A, 93C, 103F, 105A, 105C
<b>Unit 5:</b> 115F, 125E, 125F, 127A, 127D, 141D, 141F, 153E, 155C, 155D, 163F, 165A, 165C, 177F, 179A, 191F, 193A, 193C
<b>Unit 6:</b> 203A, 203B, 203C, 211F, 213C, 231F, 233A, 245F, 247C, 259F, 261A, 261C, 261D, 281F, 283A, 283D, 295A, 295C, 293F, 295D, 245E, 283A

<b>English Language Arts</b>
<b>Unit 7: Who’s Who—Autobiographies/Biographies</b>
<b>51. Use simple bibliographic information to cite source. (ELA-5-E5)</b>
<b>Unit 1:</b> 45D  <b>Unit 2:</b> 133D  <b>Unit 3:</b> 223D  <b>Unit 4:</b> 25D, 71D  <b>Unit 5:</b> 155D  <b>Unit 6:</b> 261D

<b>English Language Arts</b>
<b>Unit 7: Who’s Who—Autobiographies/Biographies</b>
<b>52. Locate information found in graphic organizers such as timelines, charts, graphs, schedules, tables, diagrams, and maps. (ELA-5-E6)</b>
<b>Unit 1:</b> 25E, 111G, 111H, 111J  <b>Unit 2:</b> 123F, 125I, 133D, 133G, 145D, 145J, 163I, 163J, 195A, 195D, 195F, 195J  <b>Unit 3:</b> 211E, 249D  <b>Unit 4:</b> 23F, 25D, 33F, 45E, 55D, 71D, 93D, 105D  <b>Unit 5:</b> 115F, 117H, 125D, 141F, 143D, 155A, 165F  <b>Unit 6:</b> 233A, 247A, 247D, 261D, 283D

## **Unit 8: Author Study**

<b>English Language Arts</b>
<b>Unit 8: Author Study</b>
<b>8a. Identify story elements including: Theme. (ELA-1-E4)</b>
<b>Unit 1:</b> 27, 45, 61, 91  <b>Unit 2:</b> 125, 133, 145, 183, 185, 187, 189, 191, 193, 193A, 193C, 193D  <b>Unit 3:</b> 199, 201, 203, 205, 207, 209, 211, 213, 223, 237  <b>Unit 4:</b> 25, 35, 47, 49, 51, 53, 53C, 53D, 91, 103A  <b>Unit 5:</b> 117, 121, 123, 125, 127, 143  <b>Unit 6:</b> 203, 213, 233, 237, 239, 241, 243, 245, 293

<b>English Language Arts</b>
<b>Unit 8: Author Study</b>
<b>8c. Identify story elements including: Character traits, feelings, and motivations. (ELA-1-E4)</b>
<b>Unit 1:</b> 59E, 79D  <b>Unit 2:</b> 123D  <b>Unit 3:</b> 257A  <b>Unit 4:</b> 33E, 59, 61, 63, 69D, 91E, 103D  <b>Unit 5:</b> 153, 153A, 177, 191  <b>Unit 6:</b> 259A, 293, 293A

<b>English Language Arts</b>
<b>Unit 8: Author Study</b>
<b>11. Connect ideas, events, and information identified in grade-appropriate texts to prior knowledge and life experiences in oral and written responses. (ELA-1-E6)</b>
<b>Unit 1:</b> 25C  <b>Unit 2:</b> 174  <b>Unit 3:</b> 210, 260O, 262, 266  <b>Unit 4:</b> 20, 26, 45C, 58M, 60, 78, 84, 88  <b>Unit 5:</b> 122, 130, 136, 158M, 166182  <b>Unit 6:</b> 266, 288

<b>English Language Arts</b>
<b>Unit 8: Author Study</b>
<b>12. Demonstrate oral reading fluency of at least 110 words per minute in third-grade text with appropriate pacing, intonation, and expression. (ELA-1-E7)</b>
<p><b>Unit 1:</b> 14N, 14Q, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28N, 28Q, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48N, 48Q, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 64N, 64Q, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82N, 82Q, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94N, 94Q, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 111P</p> <p><b>Unit 2:</b> 114N, 114Q, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126N, 126Q, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136N, 136Q, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 148N, 148Q, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166N, 166Q, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182N, 182Q, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195P</p> <p><b>Unit 3:</b> 198N, 198Q, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216N, 216Q, 216, 217, 218, 219, 220, 221, 222, 223, 224N, 224Q, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240N, 240Q, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250N, 250Q, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260N, 260Q, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 271F</p> <p><b>Unit 4:</b> 14L, 14O, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26O, 26, 27, 28, 29, 30, 31, 32, 33, 24, 25, 26, 27, 38L, 38O, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48L, 48O, 48, 49, 50, 51, 52, 53, 54, 55, 58L, 58O, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72L, 72O, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94L, 94O, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 105P</p> <p><b>Unit 5:</b> 108O, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120O, 120, 121, 122, 123, 124, 125, 126, 127, 128O, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146O, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 158O, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168O, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180O, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195F</p> <p><b>Unit 6:</b> 198O, 198, 199, 200, 201, 202, 203, 204O, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216O, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 236O, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250O, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262O, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284O, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 295P</p>

<b>English Language Arts</b>
<b>Unit 8: Author Study</b>
<b>13. Read texts, chapter books, and informational materials silently at independent reading level. (ELA-1-E7)</b>
<p><b>Unit 1:</b> 14D, 14E, 14F, 14G, 14H, 25, 28D, 28E, 28F, 28G, 28H, 28L, 43, 48D, 48E, 49F, 49G, 48H, 48L, 59, 64D, 64E, 64F, 64G, 64H, 64L, 82D, 82E, 82F, 82G, 82H, 82L, 91, 94D, 94E, 94F, 94G, 95H, 94L, 109</p> <p><b>Unit 2:</b> 114D, 114E, 114F, 114G, 114H, 114L, 123, 126D, 126E, 126F, 126G, 126H, 126L, 131, 136D, 136E, 136F, 136H, 136H, 136L, 143, 148D, 148E, 148F, 148G, 148H, 148L, 148N, 161, 166D, 166E, 166F, 166G, 166H, 166L, 179, 182D, 182E, 182F, 182G, 182H, 182L, 182M, 182N, 193</p> <p><b>Unit 3:</b> 198D, 198E, 198F, 1978G, 198H, 198L, 211, 216D, 216E, 216F, 216G, 216H, 216L, 221, 224 224D, 234E, 234F, 234G, 234H, 224L, 240D, 240E, 240F, 240G, 240H, 240L, 241, 247E, 250D, 250E, 250F, 250G, 250H, 250L, 257, 260D, 260E, 260F, 260G, 260H, 260L, 267</p> <p><b>Unit 4:</b> 14D, 14E, 14F, 14G, 14H, 14K, 22, 26D, 26E, 26F, 26G, 26H, 26K, 33, 38D, 38E, 38F, 38G, 38H, 38L, 45, 48D, 48E, 48F, 48G, 48H, 48L, 55, 58D, 58E, 58F, 58H, 58H, 58L, 69, 72D, 72E, 72F, 72G, 72H, 72L, 91, 94D, 94E, 94F, 94G, 94H, 94L, 103</p> <p><b>Unit 5:</b> 108D, 108E, 108F, 108G, 108H, 108L, 115, 120K, 120D, 120E, 120F, 120G, 120H, 125, 128D, 128E, 128F, 128G, 128H, 128L, 141, 146D, 146E, 146F, 146H, 146H, 146K, 153, 158D, 158E, 158F, 158G, 158H, 158L, 163, 168D, 168E, 168F, 168G, 168H, 168L, 177, 180D, 180E, 180F, 180G, 180H, 180L, 191</p> <p><b>Unit 6:</b> 198D, 198E, 198F, 198G, 198H, 198L 201, 204D, 204E, 204F, 204G, 204H, 204L, 211 216D, 216E, 216F, 216G, 216H, 216L, 231, 236D, 236E, 236F, 236G, 236H, 236K, 245, 250D, 250E, 250F, 250G, 250H, 259, 262D, 262E, 262F, 262G, 262H, 262K, 281, 284D, 284E, 284F, 284G, 284H, 284L, 293</p>



<b>English Language Arts</b>
<b>Unit 8: Author Study</b>
<b>19. Identify an author’s purpose for writing, including persuading, entertaining, and informing. (ELA-7-E3)</b>
<b>Unit 2:</b> 183, 185, 187, 189, 191, 193, 193C
<b>Unit 3:</b> 199, 201, 203, 205, 207, 209, 211
<b>Unit 4:</b> 49, 51, 53, 53C
<b>Unit 5:</b> 121, 123, 125, 129, 131, 133, 135, 137, 139, 141, 141C, 141D
<b>Unit 6:</b> 237, 239, 241, 243, 245

<b>English Language Arts</b>
<b>Unit 8: Author Study</b>
<b>20. Explain the author’s viewpoint using information from the text. (ELA-7-E3)</b>
<b>Unit 2:</b> 126A, 148A, 193D
<b>Unit 3:</b> 267D
<b>Unit 4:</b> 38A, 53D
<b>Unit 5:</b> 125D, 146A, 191D
<b>Unit 6:</b> 211D, 281D, 281E

<b>English Language Arts</b>
<b>Unit 8: Author Study</b>
<b>21a. Apply basic reasoning skills, including: Identifying differences between fact and opinion. (ELA-7-E4)</b>
<b>Unit 4:</b> 25H
<b>Unit 5:</b> 141C, 141D, 159, 161, 163, 163C, 163D
<b>Unit 6:</b> 207, 209, 211, 211C, 211D

<b>English Language Arts</b>
<b>Unit 8: Author Study</b>
<b>21b. Apply basic reasoning skills, including: Skimming and scanning texts to locate specific information. (ELA-7-E4)</b>
<p><b>Unit 1:</b> 14N, 14Q, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28N, 28Q, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48N, 48Q, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 64N, 64Q, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82N, 82Q, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94N, 94Q, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 111P</p> <p><b>Unit 2:</b> 114N, 114Q, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126N, 126Q, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136N, 136Q, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 148N, 148Q, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166N, 166Q, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182N, 182Q, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195P</p> <p><b>Unit 3:</b> 198N, 198Q, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216N, 216Q, 216, 217, 218, 219, 220, 221, 222, 223, 224N, 224Q, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240N, 240Q, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250N, 250Q, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260N, 260Q, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 271F</p> <p><b>Unit 4:</b> 14L, 14O, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26O, 26, 27, 28, 29, 30, 31, 32, 33, 24, 25, 26, 27, 38L, 38O, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48L, 48O, 48, 49, 50, 51, 52, 53, 54, 55, 58L, 58O, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72L, 72O, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94L, 94O, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 105P</p> <p><b>Unit 5:</b> 108O, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120O, 120, 121, 122, 123, 124, 125, 126, 127, 128O, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146O, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 158O, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168O, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180O, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195F</p> <p><b>Unit 6:</b> 198O, 198, 199, 200, 201, 202, 203, 204O, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216O, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 236O, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250O, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262O, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284O, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 295P</p>

<b>English Language Arts</b>
<b>Unit 8: Author Study</b>
<b>21c. Apply basic reasoning skills, including: Identifying multiple causes and/or effects in texts and life situations. (ELA-7-E4)</b>
<p><b>Unit 1:</b> 29, 31, 33, 35, 37, 39, 41, 43, 43C, 65, 67, 69, 71, 73, 75, 77, 79</p> <p><b>Unit 2:</b> 149, 151, 153, 155, 157, 159, 161, 167, 169, 171, 173, 175, 177, 179, 179C</p> <p><b>Unit 4:</b> 27, 29, 31, 33, 33C, 95, 97, 99, 101, 103</p> <p><b>Unit 5:</b> 195A</p> <p><b>Unit 6:</b> 261C, 269, 271, 273, 275, 277, 279, 281, 281A</p>

<b>English Language Arts</b>
<b>Unit 8: Author Study</b>
<b>21d. Apply basic reasoning skills, including: Raising questions to obtain clarification and/or direct investigation. (ELA-7-E4)</b>
<b>Unit 1:</b> 25A, 43A, 47, 59A, 74A, 79A, 109A <b>Unit 2:</b> 123A, 131A, 135, 143A, 161A, 165, 179A, 193A <b>Unit 3:</b> 211A, 221A, 235A, 247A, 257A, 267A <b>Unit 4:</b> 23A, 33A, 45A, 53A, 69A, 91A, 103A <b>Unit 5:</b> 115A, 125A, 141A, 153A, 163A, 177A, 191A <b>Unit 6:</b> 201A, 211A, 231A, 245A, 259A, 281A, 293A

<b>English Language Arts</b>
<b>Unit 8: Author Study</b>
<b>21e. Apply basic reasoning skills, including: Connecting what is learned to real-life situations. (ELA-7-E4)</b>
<b>Unit 1:</b> 25C <b>Unit 2:</b> 174 <b>Unit 3:</b> 210, 260O, 262, 266 <b>Unit 4:</b> 20, 26, 45C, 58M, 60, 78, 84, 88 <b>Unit 5:</b> 122, 130, 136, 158M, 166182 <b>Unit 6:</b> 266, 288

<b>English Language Arts</b>
<b>Unit 8: Author Study</b>
<b>23. Incorporate grade-appropriate vocabulary and information when writing for an intended audience and/or purpose. (ELA-2-E2)</b>
<b>Unit 1:</b> 14P, 27E, 28P, 45E, 48P, 61E, 64P, 81E, 82P, 93E, 94P, 111E <b>Unit 2:</b> 114P, 125E, 126P, 133E, 136P, 145E, 148P, 163E, 166P, 181E, 182P, 195E <b>Unit 3:</b> 198P, 213E, 216P, 223E, 224P, 237E, 240P, 249E, 250P, 259E, 260P, 269E <b>Unit 4:</b> 14N, 25E, 26N, 35E, 38N, 47E, 48N, 55E, 58N, 71E, 72N, 93E, 94N, 105E <b>Unit 5:</b> 108N, 117E, 120N, 127E, 128N, 143E, 146N, 155E, 158N, 165E, 168N, 179E, 180N, 193E <b>Unit 6:</b> 198N, 203E, 204N, 213E, 216N, 233E, 236N, 247E, 250N, 261E, 262N, 283E, 284N, 295E

<b>English Language Arts</b>
<b>Unit 8: Author Study</b>
<b>24f. Develop compositions of two or more paragraphs using writing processes such as the following: Creating a final draft for publication. (ELA-2-E3)</b>
<b>Unit 1:</b> 27E, 27J, 45E, 45J, 61E, 61J, 81E, 81J, 93E, 93J, 111E, 111J
<b>Unit 2:</b> 125E, 125J, 133E, 133J, 145E, 145J, 163E, 163J, 181E, 181J, 195E, 195J
<b>Unit 3:</b> 213E, 213J, 223E, 223J, 237E, 237J, 249E, 249J, 259E, 259J, 269E, 269J
<b>Unit 4:</b> 25E, 25J, 35E, 35J, 47E, 47J, 55E, 55J, 71E, 71J, 93E, 93J, 105E, 105J
<b>Unit 5:</b> 117E, 117J, 127E, 127J, 143E, 143J, 155E, 155J, 165E, 165J, 179E, 179J, 193E, 193J
<b>Unit 6:</b> 203E, 203J, 213E, 213J, 233E, 233J, 247E, 247J, 261E, 261J, 283E, 283J, 295E, 295J

<b>English Language Arts</b>
<b>Unit 8: Author Study</b>
<b>27a. Write for various purposes, including: Informal letters using appropriate letter format. (ELA-2-E6)</b>
<b>Unit 2:</b> 131C, 135A, 161D
<b>Unit 3:</b> 213H, 237H, 267E, 269H
<b>Unit 4:</b> 25F, 25G, 25H, 47G, 47H, 71H
<b>Unit 5:</b> 117G, 117H, 127F, 127G, 127H, 127I, 127J, 143F, 143G, 143H, 143I, 143J, 155G, 165F, 165G, 165H, 165I, 165J, 167A, 179F, 179G, 179H, 179I, 179J, 193G, 193G, 193H, 193I, 193J, 195A
<b>Unit 6:</b> 201C, 213F, 213G, 213H, 213I, 213J, 233F, 233G, 233H, 233I, 233J, 283F, 283G, 283H, 283I, 283J, 295F, 295G, 295H, 295I, 295J

<b>English Language Arts</b>
<b>Unit 8: Author Study</b>
<b>27b. Write for various purposes, including: Book reports and informational compositions that include main ideas and significant details from the text. (ELA-2-E6)</b>
<b>Unit 2:</b> 131C, 135A, 161D
<b>Unit 3:</b> 213H, 237H, 267E, 269H
<b>Unit 4:</b> 25F, 25G, 25H, 47G, 47H, 71H
<b>Unit 5:</b> 117G, 117H, 127F, 127G, 127H, 127I, 127J, 143F, 143G, 143H, 143I, 143J, 155G, 165F, 165G, 165H, 165I, 165J, 167A, 179F, 179G, 179H, 179I, 179J, 193G, 193G, 193H, 193I, 193J, 195A
<b>Unit 6:</b> 201C, 213F, 213G, 213H, 213I, 213J, 233F, 233G, 233H, 233I, 233J, 283F, 283G, 283H, 283I, 283J, 295F, 295G, 295H, 295I, 295J

<b>English Language Arts</b>
<b>Unit 8: Author Study</b>
<b>32e. Write using standard English structure and usage, including: Using first-, second-, and third-person pronouns correctly. (ELA-3-E4)</b>
<b>Unit 1:</b> 45E, 45F, 45G, 45H
<b>Unit 4:</b> 55E, 55F, 55G, 55H

<b>English Language Arts</b>
<b>Unit 8: Author Study</b>
<b>41. Clarify and enhance oral presentations through the use of appropriate props (E.g., objects, pictures, charts). (ELA-4-E4)</b>
<b>Unit 2:</b> 123F, 131F, 163I
<b>Unit 3:</b> 221E, 235F, 259A
<b>Unit 4:</b> 45E, 105A
<b>Unit 5:</b> 115F, 125E, 125F, 141F, 191F
<b>Unit 6:</b> 201F, 211F, 233A

<b>English Language Arts</b>
<b>Unit 8: Author Study</b>
<b>45a. Locate information using organizational features of a variety of resources, including: Electronic information such as pull-down menus, icons, keyword searches, passwords, and entry menu features. (ELA-5-E1)</b>
<b>Unit 1:</b> 25F, 43F, 45D, 59F, 79F, 81A, 93A, 93C, 109F, 111A, 111C
<b>Unit 2:</b> 123F, 125D, 131F, 133D, 143F, 145C, 161E, 161F, 163H, 163C, 163D, 179F, 181D
<b>Unit 3:</b> 211E, 213D, 221F, 223D, 235F, 237C, 247F, 249C, 259C, 257F, 259C, 267F, 269C
<b>Unit 4:</b> 23E, 23F, 33F, 45D, 53F, 58C, 69F, 71A, 71D, 91F, 93A, 93C, 103F, 105A, 105C
<b>Unit 5:</b> 115F, 125E, 125F, 127A, 127D, 141D, 141F, 153E, 155C, 155D, 163F, 165A, 165C, 177F, 179A, 191F, 193A, 193C
<b>Unit 6:</b> 203A, 203B, 203C, 211F, 213C, 231F, 233A, 245F, 247C, 259F, 261A, 261C, 261D, 281F, 283A, 283D, 295A, 295C, 293F, 295D, 245E, 283A

<b>English Language Arts</b>
<b>Unit 8: Author Study</b>
<b>46. Locate information from multiple sources, including books, periodicals, videotapes, Web sites, and CD-ROMs. (ELA-5-E2)</b>
<b>Unit 1:</b> 25F, 43F, 45D, 59F, 79F, 81A, 93A, 93C, 109F, 111A, 111C
<b>Unit 2:</b> 123F, 125D, 131F, 133D, 143F, 145C, 161E, 161F, 163H, 163C, 163D, 179F, 181D
<b>Unit 3:</b> 211E, 213D, 221F, 223D, 235F, 237C, 247F, 249C, 259C, 257F, 259C, 267F, 269C
<b>Unit 4:</b> 23E, 23F, 33F, 45D, 53F, 58C, 69F, 71A, 71D, 91F, 93A, 93C, 103F, 105A, 105C
<b>Unit 5:</b> 115F, 125E, 125F, 127A, 127D, 141D, 141F, 153E, 155C, 155D, 163F, 165A, 165C, 177F, 179A, 191F, 193A, 193C
<b>Unit 6:</b> 203A, 203B, 203C, 211F, 213C, 231F, 233A, 245F, 247C, 259F, 261A, 261C, 261D, 281F, 283A, 283D, 295A, 295C, 293F, 295D, 245E, 283A

<b>English Language Arts</b>
<b>Unit 8: Author Study</b>
<b>47. Determine appropriateness of collected information for a specified purpose. (ELA-5-E2)</b>
<b>Unit 1:</b> 25F, 43F, 45D, 59F, 79F, 81A, 93A, 93C, 109F, 111A, 111C
<b>Unit 2:</b> 123F, 125D, 131F, 133D, 143F, 145C, 161E, 161F, 163H, 163C, 163D, 179F, 181D
<b>Unit 3:</b> 211E, 213D, 221F, 223D, 235F, 237C, 247F, 249C, 259C, 257F, 259C, 267F, 269C
<b>Unit 4:</b> 23E, 23F, 33F, 45D, 53F, 58C, 69F, 71A, 71D, 91F, 93A, 93C, 103F, 105A, 105C
<b>Unit 5:</b> 115F, 125E, 125F, 127A, 127D, 141D, 141F, 153E, 155C, 155D, 163F, 165A, 165C, 177F, 179A, 191F, 193A, 193C
<b>Unit 6:</b> 203A, 203B, 203C, 211F, 213C, 231F, 233A, 245F, 247C, 259F, 261A, 261C, 261D, 281F, 283A, 283D, 295A, 295C, 293F, 295D, 245E, 283A

<b>English Language Arts</b>
<b>Unit 8: Author Study</b>
<b>49. Complete simple outlines with main topics and subtopics that reflect the information gathered. (ELA-5-E3)</b>
<b>Unit 1:</b> 25F, 43F, 45D, 59F, 79F, 81A, 93A, 93C, 109F, 111A, 111C
<b>Unit 2:</b> 123F, 125D, 131F, 133D, 143F, 145C, 161E, 161F, 163H, 163C, 163D, 179F, 181D
<b>Unit 3:</b> 211E, 213D, 221F, 223D, 235F, 237C, 247F, 249C, 259C, 257F, 259C, 267F, 269C
<b>Unit 4:</b> 23E, 23F, 33F, 45D, 53F, 58C, 69F, 71A, 71D, 91F, 93A, 93C, 103F, 105A, 105C
<b>Unit 5:</b> 115F, 125E, 125F, 127A, 127D, 141D, 141F, 153E, 155C, 155D, 163F, 165A, 165C, 177F, 179A, 191F, 193A, 193C
<b>Unit 6:</b> 203A, 203B, 203C, 211F, 213C, 231F, 233A, 245F, 247C, 259F, 261A, 261C, 261D, 281F, 283A, 283D, 295A, 295C, 293F, 295D, 245E, 283A

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**correlation to**  
**Louisiana Comprehensive Curriculum Reading Essentials**  
**Grade 3**

**Unit 1**

Reading Essentials
Unit 1
<b>1. Decode words using knowledge of base words, root words, and common prefixes and suffixes. (ELA-1-E1)</b>
<b>Unit 1:</b> 14K, 14L, 14, 16, 17, 48K, 48L, 57, 94K, 94L, 99
<b>Unit 2:</b> 114K, 114L, 118, 121, 126K, 126L, 128, 166K, 166L, 166, 167, 168, 171, 173, 174, 176, 177, 182K, 182L, 183, 184, 187, 189, 191
<b>Unit 3:</b> 216K, 216L, 216, 217, 224K, 224L, 224M, 224N, 224, 226, 227, 230, 232, 240K, 240L, 240M, 240N, 241, 242, 244, 250K, 250L, 251, 252, 253, 254, 255, 256
<b>Unit 4:</b> 14K, 14L, 15, 18, 20, 21, 22, 26K, 26L, 29, 30, 31, 38K, 38L, 38, 48K, 48L, 48, 49, 51, 52, 55E, 55F, 55G, 55H, 55I, 55J, 58K, 58L, 60, 61, 62, 65, 66, 67, 72K, 72L, 73, 87, 94K, 94L, 97, 98, 99, 100, 105E, 105F, 105G, 105H, 105I, 105J
<b>Unit 5:</b> 120K, 120L, 108, 111, 112, 120K, 120L, 120, 123, 146K, 146L, 147, 158K, 158L, 159, 162, 168K, 168L, 170, 172, 173, 174, 175, 176, 180K, 180L, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189
<b>Unit 6:</b> 198K, 198L, 198, 204K, 204L, 204, 206, 207, 210, 216K, 216L, 233E, 233F, 233G, 233H, 233I, 233J, 242, 250K, 250L, 251,

Reading Essentials
Unit 1
<b>5. Use reference aids such as dictionaries, thesauruses, synonyms finders, and reference software to determine word meanings, word choices, and pronunciations. (ELA-1-E1)</b>
<b>Unit 2:</b> 133H, 133I, 145I, 163I, 181H, 181I, 193B
<b>Unit 3:</b> 237D, 249G, 250P, 259D, 259G, 269G, 269H
<b>Unit 4:</b> 69B, 71G, 71H, 71I, 93H, 93I, 105H
<b>Unit 5:</b> 117G, 117H, 117I, 125E, 127H, 143G, 143H, 155G, 155I, 163B, 165G, 165H, 180N, 193D, 193I
<b>Unit 6:</b> 203G, 233H, 233I, 247H, 250N, 283G, 283I, 284N

Reading Essentials
Unit 1
<b>6. Determine meanings of unfamiliar words using a variety of strategies. (ELA-1-E1)</b>
<b>Unit 1:</b> 14K, 14L, 14, 16, 17, 48K, 48L, 57, 94K, 94L, 99
<b>Unit 2:</b> 114K, 114L, 118, 121, 126K, 126L, 128, 166K, 166L, 166, 167, 168, 171, 173, 174, 176, 177, 182K, 182L, 183, 184, 187, 189, 191
<b>Unit 3:</b> 216K, 216L, 216, 217, 224K, 224L, 224M, 224N, 224, 226, 227, 230, 232, 240K, 240L, 240M, 240N, 241, 242, 244, 250K, 250L, 251, 252, 253, 254, 255, 256
<b>Unit 4:</b> 14K, 14L, 15, 18, 20, 21, 22, 26K, 26L, 29, 30, 31, 38K, 38L, 38, 48K, 48L, 48, 49, 51, 52, 55E, 55F, 55G, 55H, 55I, 55J, 58K, 58L, 60, 61, 62, 65, 66, 67, 72K, 72L, 73, 87, 94K, 94L, 97, 98, 99, 100, 105E, 105F, 105G, 105H, 105I, 105J
<b>Unit 5:</b> 120K, 120L, 108, 111, 112, 120K, 120L, 120, 123, 146K, 146L, 147, 158K, 158L, 159, 162, 168K, 168L, 170, 172, 173, 174, 175, 176, 180K, 180L, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189
<b>Unit 6:</b> 198K, 198L, 198, 204K, 204L, 204, 206, 207, 210, 216K, 216L, 233E, 233F, 233G, 233H, 233I, 233J, 242, 250K, 250L, 251

<b>Reading Essentials</b>
<b>Unit 1</b>
<b>7. Adjust speed of reading to accomplish a purpose based in text complexity. (ELA-1-E3)</b>
<p><b>Unit 1:</b> 14N, 14Q, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28N, 28Q, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48N, 48Q, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 64N, 64Q, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82N, 82Q, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94N, 94Q, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 111P</p> <p><b>Unit 2:</b> 114N, 114Q, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126N, 126Q, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136N, 136Q, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 148N, 148Q, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166N, 166Q, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182N, 182Q, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195P</p> <p><b>Unit 3:</b> 198N, 198Q, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216N, 216Q, 216, 217, 218, 219, 220, 221, 222, 223, 224N, 224Q, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240N, 240Q, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250N, 250Q, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260N, 260Q, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 271F</p> <p><b>Unit 4:</b> 14L, 14O, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26O, 26, 27, 28, 29, 30, 31, 32, 33, 24, 25, 26, 27, 38L, 38O, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48L, 48O, 48, 49, 50, 51, 52, 53, 54, 55, 58L, 58O, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72L, 72O, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94L, 94O, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 105P</p> <p><b>Unit 5:</b> 108O, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120O, 120, 121, 122, 123, 124, 125, 126, 127, 128O, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146O, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 158O, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168O, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180O, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195F</p> <p><b>Unit 6:</b> 198O, 198, 199, 200, 201, 202, 203, 204O, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216O, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 236O, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250O, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262O, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284O, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 295P</p>



<b>Reading Essentials</b>
<b>Unit 1</b>
<b>12. Demonstrate oral reading fluency of at least 110 words per minute in third-grade text with appropriate pacing, intonation, and expression. (ELA-1-E7)</b>
<b>Unit 1:</b> 14N, 14Q, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28N, 28Q, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48N, 48Q, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 64N, 64Q, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82N, 82Q, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94N, 94Q, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 111P
<b>Unit 2:</b> 114N, 114Q, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126N, 126Q, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136N, 136Q, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 148N, 148Q, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166N, 166Q, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182N, 182Q, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195P
<b>Unit 3:</b> 198N, 198Q, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216N, 216Q, 216, 217, 218, 219, 220, 221, 222, 223, 224N, 224Q, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240N, 240Q, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250N, 250Q, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260N, 260Q, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 271F
<b>Unit 4:</b> 14L, 14O, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26O, 26, 27, 28, 29, 30, 31, 32, 33, 24, 25, 26, 27, 38L, 38O, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48L, 48O, 48, 49, 50, 51, 52, 53, 54, 55, 58L, 58O, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72L, 72O, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94L, 94O, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 105P
<b>Unit 5:</b> 108O, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120O, 120, 121, 122, 123, 124, 125, 126, 127, 128O, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146O, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 158O, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168O, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180O, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195F
<b>Unit 6:</b> 198O, 198, 199, 200, 201, 202, 203, 204O, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216O, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 236O, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250O, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262O, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284O, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 295P

<b>Reading Essentials</b>
<b>Unit 1</b>
<b>29a. Use standard English punctuation, including: Commas to separate phrases in a series. (ELA-3-E2)</b>
<b>Unit 2:</b> 125F, 125G, 125H, 125I, 125J, 133F, 133G, 133H, 195F, 195G, 195H
<b>Unit 4:</b> 25h, 25I, 25J, 47H, 47I, 47J
<b>Unit 5:</b> 117G, 117H, 143F, 143G, 143H, 143J, 193F, 193G
<b>Unit 6:</b> 203F, 203G, 203H, 203J, 247F, 247G, 247H, 247I, 247J, 283F, 283G, 283H, 283I, 283J, 295F, 295G, 295H

<b>Reading Essentials</b>
<b>Unit 1</b>
<b>29b. Use standard English punctuation, including: Commas to separate parts of addresses. (ELA-3-E2)</b>
<b>Unit 2:</b> 125F, 125G, 125H, 125I, 125J, 133F, 133G, 133H, 195F, 195G, 195H
<b>Unit 4:</b> 25h, 25I, 25J, 47H, 47I, 47J
<b>Unit 5:</b> 117G, 117H, 143F, 143G, 143H, 143J, 193F, 193G
<b>Unit 6:</b> 203F, 203G, 203H, 203J, 247F, 247G, 247H, 247I, 247J, 283F, 283G, 283H, 283I, 283J, 295F, 295G, 295H

<b>Reading Essentials</b>
<b>Unit 1</b>
<b>30. Capitalize the first word in direct quotations and proper adjectives (e.g., American, flag, Mexican food). (ELA-3-E2)</b>
<b>Unit 1:</b> 14N, 27F, 27G, 27H, 93H, 93I, 93J, 111H
<b>Unit 2:</b> 114N, 125J, 126N, 133J, 136N, 145J, 148N, 163E, 163F, 163G, 163H, 163J, 166N, 181, 182N, 195J
<b>Unit 3:</b> 198N, 213J, 216N, 223Jm 224N, 237J, 240N, 249J, 250N, 259J, 260N, 269J
<b>Unit 4:</b> 25H, 25I, 25J, 35J, 47H, 47I, 47J, 55H, 55I, 55J, 93J, 105H, 105I, 105J
<b>Unit 5:</b> 117J, 127J, 143J, 155F, 155G, 155H, 155J, 165F, 165G, 165H, 165J, 179F, 179G, 179H, 179J, 193F, 193G, 193H, 193J
<b>Unit 6:</b> 203J, 213J, 233F, 233G, 233H, 233J, 247F, 247G, 247H, 247I, 247J, 261J, 283F, 283G, 283H, 283I, 283J, 295F, 295G, 295H, 295J

<b>Reading Essentials</b>
<b>Unit 1</b>
<b>31. Write using standard English structure and usage, including: Avoiding run-on sentences. (ELA-3-E3)</b>
<b>Unit 1:</b> 93F, 93G, 93H, 111F, 111G, 111H

<b>Reading Essentials</b>
<b>Unit 1</b>
<b>31c. Write using standard English structure and usage, including: Making subjects and verbs agree in sentences with simple and compound subjects and predicates. (ELA-3-E3)</b>
<b>Unit 1:</b> 61F, 61G, 61H, 81F, 81G, 81H, 81I, 111F, 111G, 111H
<b>Unit 3:</b> 237F, 237G, 237H, 269F, 269G, 269H
<b>Unit 4:</b> 35F, 35G, 35H, 105F, 105G, 105H
<b>Unit 5:</b> 117F, 117G, 117H, 193F, 193G, 193H
<b>Unit 6:</b> 233F, 233G, 233H, 261F, 261G, 261H, 283F, 283G, 283H, 295F, 295G, 295H

<b>Reading Essentials</b>
<b>Unit 1</b>
<b>32b. Write using standard English structure and usage, including: Using a variety of conjunctions, such as although, since, until, and while, in constructing sentences. (ELA-3-E4)</b>
<b>Unit 2:</b> 125H
<b>Unit 4:</b> 105D
<b>Unit 5:</b> 127G

<b>Reading Essentials</b>
<b>Unit 1</b>
<b>32c. Write using standard English structure and usage, including: Using correct forms of possessive pronouns, singular nouns, transitional words, and prepositions. (ELA-3-E4)</b>
<b>Unit 1:</b> 45E, 45F, 45G, 45H
<b>Unit 4:</b> 55E, 55F, 55G, 55H
<b>Unit 6:</b> 213F, 213G, 213H

<b>Reading Essentials</b>
<b>Unit 1</b>
<b>32d. Write using standard English structure and usage, including: Identifying and using irregular plural nouns correctly. (ELA-3-E4)</b>
<b>Unit 1:</b> 28K, 28L, 31, 34, 40, 41, 82K, 88
<b>Unit 3:</b> 216K, 216L, 249E, 249F, 249G, 249H

<b>Reading Essentials</b>
<b>Unit 1</b>
<b>32e. Write using standard English structure and usage, including: Using first-, second-, and third-person pronouns correctly. (ELA-3-E4)</b>
<b>Unit 1:</b> 45E, 45F, 45G, 45H
<b>Unit 4:</b> 55E, 55F, 55G, 55H

<b>Reading Essentials</b>
<b>Unit 1</b>
<b>32f. Write using standard English structure and usage, including: Selecting and using adverbs that modify according to time, place, manner, and degree. (ELA-3-E4)</b>
<b>Unit 4:</b> 93E, 93F, 93G, 93H

<b>Reading Essentials</b>
<b>Unit 1</b>
<b>33a. Spell grade-appropriate words, including: Multisyllabic words made up of both base words and roots and common prefixes and suffixes. (ELA-3-E5)</b>
<b>Unit 1:</b> 14N, 27E, 27F, 27G, 27H, 27I, 27J, 28N, 45E, 45F, 45G, 45H, 45I, 45J, 48N, 61E, 61F, 61G, 61H, 61I, 61J, 64N, 81E, 81F, 81G, 81H, 81I, 81J, 82N, 93E, 93F, 93G, 93H, 93I, 93J, 94N, 111E, 111F, 111G, 111H, 111I, 111J
<b>Unit 2:</b> 114N, 125E, 125F, 125G, 125H, 125I, 125J, 126N, 133E, 133F, 133G, 133H, 133I, 133J, 136N, 145E, 145F, 145G, 145H, 145I, 145J, 148N, 163E, 163F, 163G, 163H, 163I, 163J, 166N, 181E, 181F, 181G, 181H, 181I, 181J, 182N, 195E, 195F, 195G, 195H, 195I, 195J
<b>Unit 3:</b> 198N, 213E, 213F, 213G, 213H, 213I, 213J, 216N, 223E, 223F, 223G, 223H, 223I, 223J, 224N, 237E, 237F, 237G, 237H, 237I, 237J, 240N, 249E, 249F, 249G, 249H, 249I, 249J, 250N, 259E, 259F, 259G, 259H, 259I, 259J, 260N, 269E, 269F, 269G, 269H, 269I, 269J
<b>Unit 4:</b> 25E, 25F, 25G, 25H, 25I, 25J, 35E, 35F, 35G, 35H, 35I, 35J, 47E, 47F, 47G, 47H, 47I, 47J, 55E, 55F, 55G, 55H, 55I, 55J, 71E, 71F, 71G, 71H, 71I, 71J, 93E, 93F, 93G, 93H, 93I, 93J, 105E, 105F, 105G, 105H, 105I, 105J
<b>Unit 5:</b> 117E, 117F, 117G, 117H, 117I, 117J, 127E, 127F, 127G, 127H, 127I, 127J, 143E, 143F, 143G, 143H, 143I, 143J, 155E, 155F, 155G, 155H, 155I, 155J, 165E, 165F, 165G, 165H, 165I, 165J, 179E, 179F, 179G, 179H, 179I, 179J, 193E, 193F, 193G, 193H, 193I, 193J
<b>Unit 6:</b> 203E, 203F, 203G, 203H, 203I, 203J, 213E, 213F, 213G, 213H, 213I, 213J, 233E, 233F, 233G, 233H, 233I, 233J, 247E, 247F, 247G, 247H, 247I, 247J, 261E, 261F, 261G, 261H, 261I, 261J, 283E, 283F, 283G, 283H, 283I, 283J, 295E, 295F, 295G, 295H, 295I, 295J

<b>Reading Essentials</b>
<b>Unit 1</b>
<b>33b. Spell grade-appropriate words, including: Compound words. (ELA-3-E5)</b>
<p><b>Unit 1:</b> 14N, 27E, 27F, 27G, 27H, 27I, 27J, 28N, 45E, 45F, 45G, 45H, 45I, 45J, 48N, 61E, 61F, 61G, 61H, 61I, 61J, 64N, 81E, 81F, 81G, 81H, 81I, 81J, 82N, 93E, 93F, 93G, 93H, 93I, 93J, 94N, 111E, 111F, 111G, 111H, 111I, 111J</p> <p><b>Unit 2:</b> 114N, 125E, 125F, 125G, 125H, 125I, 125J, 126N, 133E, 133F, 133G, 133H, 133I, 133J, 136N, 145E, 145F, 145G, 145H, 145I, 145J, 148N, 163E, 163F, 163G, 163H, 163I, 163J, 166N, 181E, 181F, 181G, 181H, 181I, 181J, 182N, 195E, 195F, 195G, 195H, 195I, 195J</p> <p><b>Unit 3:</b> 198N, 213E, 213F, 213G, 213H, 213I, 213J, 216N, 223E, 223F, 223G, 223H, 223I, 223J, 224N, 237E, 237F, 237G, 237H, 237I, 237J, 240N, 249E, 249F, 249G, 249H, 249I, 249J, 250N, 259E, 259F, 259G, 259H, 259I, 259J, 260N, 269E, 269F, 269G, 269H, 269I, 269J</p> <p><b>Unit 4:</b> 25E, 25F, 25G, 25H, 25I, 25J, 35E, 35F, 35G, 35H, 35I, 35J, 47E, 47F, 47G, 47H, 47I, 47J, 55E, 55F, 55G, 55H, 55I, 55J, 71E, 71F, 71G, 71H, 71I, 71J, 93E, 93F, 93G, 93H, 93I, 93J, 105E, 105F, 105G, 105H, 105I, 105J</p> <p><b>Unit 5:</b> 117E, 117F, 117G, 117H, 117I, 117J, 127E, 127F, 127G, 127H, 127I, 127J, 143E, 143F, 143G, 143H, 143I, 143J, 155E, 155F, 155G, 155H, 155I, 155J, 165E, 165F, 165G, 165H, 165I, 165J, 179E, 179F, 179G, 179H, 179I, 179J, 193E, 193F, 193G, 193H, 193I, 193J</p> <p><b>Unit 6:</b> 203E, 203F, 203G, 203H, 203I, 203J, 213E, 213F, 213G, 213H, 213I, 213J, 233E, 233F, 233G, 233H, 233I, 233J, 247E, 247F, 247G, 247H, 247I, 247J, 261E, 261F, 261G, 261H, 261I, 261J, 283E, 283F, 283G, 283H, 283I, 283J, 295E, 295F, 295G, 295H, 295I, 295J</p>

<b>Reading Essentials</b>
<b>Unit 1</b>
<b>33c. Spell grade-appropriate words, including: Common homophones. (ELA-3-E5)</b>
<p><b>Unit 1:</b> 14N, 27E, 27F, 27G, 27H, 27I, 27J, 28N, 45E, 45F, 45G, 45H, 45I, 45J, 48N, 61E, 61F, 61G, 61H, 61I, 61J, 64N, 81E, 81F, 81G, 81H, 81I, 81J, 82N, 93E, 93F, 93G, 93H, 93I, 93J, 94N, 111E, 111F, 111G, 111H, 111I, 111J</p> <p><b>Unit 2:</b> 114N, 125E, 125F, 125G, 125H, 125I, 125J, 126N, 133E, 133F, 133G, 133H, 133I, 133J, 136N, 145E, 145F, 145G, 145H, 145I, 145J, 148N, 163E, 163F, 163G, 163H, 163I, 163J, 166N, 181E, 181F, 181G, 181H, 181I, 181J, 182N, 195E, 195F, 195G, 195H, 195I, 195J</p> <p><b>Unit 3:</b> 198N, 213E, 213F, 213G, 213H, 213I, 213J, 216N, 223E, 223F, 223G, 223H, 223I, 223J, 224N, 237E, 237F, 237G, 237H, 237I, 237J, 240N, 249E, 249F, 249G, 249H, 249I, 249J, 250N, 259E, 259F, 259G, 259H, 259I, 259J, 260N, 269E, 269F, 269G, 269H, 269I, 269J</p> <p><b>Unit 4:</b> 25E, 25F, 25G, 25H, 25I, 25J, 35E, 35F, 35G, 35H, 35I, 35J, 47E, 47F, 47G, 47H, 47I, 47J, 55E, 55F, 55G, 55H, 55I, 55J, 71E, 71F, 71G, 71H, 71I, 71J, 93E, 93F, 93G, 93H, 93I, 93J, 105E, 105F, 105G, 105H, 105I, 105J</p> <p><b>Unit 5:</b> 117E, 117F, 117G, 117H, 117I, 117J, 127E, 127F, 127G, 127H, 127I, 127J, 143E, 143F, 143G, 143H, 143I, 143J, 155E, 155F, 155G, 155H, 155I, 155J, 165E, 165F, 165G, 165H, 165I, 165J, 179E, 179F, 179G, 179H, 179I, 179J, 193E, 193F, 193G, 193H, 193I, 193J</p> <p><b>Unit 6:</b> 203E, 203F, 203G, 203H, 203I, 203J, 213E, 213F, 213G, 213H, 213I, 213J, 233E, 233F, 233G, 233H, 233I, 233J, 247E, 247F, 247G, 247H, 247I, 247J, 261E, 261F, 261G, 261H, 261I, 261J, 283E, 283F, 283G, 283H, 283I, 283J, 295E, 295F, 295G, 295H, 295I, 295J</p>

<b>Reading Essentials</b>
<b>Unit 1</b>
<b>34. Follow common spelling generalizations, including qu-, consonant doubling, and changing –y to –i. (ELA-3-E5)</b>
<b>Unit 1:</b> 14N, 27E, 27F, 27G, 27H, 27I, 27J, 28N, 45E, 45F, 45G, 45H, 45I, 45J, 48N, 61E, 61F, 61G, 61H, 61I, 61J, 64N, 81E, 81F, 81G, 81H, 81I, 81J, 82N, 93E, 93F, 93G, 93H, 93I, 93J, 94N, 111E, 111F, 111G, 111H, 111I, 111J
<b>Unit 2:</b> 114N, 125E, 125F, 125G, 125H, 125I, 125J, 126N, 133E, 133F, 133G, 133H, 133I, 133J, 136N, 145E, 145F, 145G, 145H, 145I, 145J, 148N, 163E, 163F, 163G, 163H, 163I, 163J, 166N, 181E, 181F, 181G, 181H, 181I, 181J, 182N, 195E, 195F, 195G, 195H, 195I, 195J
<b>Unit 3:</b> 198N, 213E, 213F, 213G, 213H, 213I, 213J, 216N, 223E, 223F, 223G, 223H, 223I, 223J, 224N, 237E, 237F, 237G, 237H, 237I, 237J, 240N, 249E, 249F, 249G, 249H, 249I, 249J, 250N, 259E, 259F, 259G, 259H, 259I, 259J, 260N, 269E, 269F, 269G, 269H, 269I, 269J
<b>Unit 4:</b> 25E, 25F, 25G, 25H, 25I, 25J, 35E, 35F, 35G, 35H, 35I, 35J, 47E, 47F, 47G, 47H, 47I, 47J, 55E, 55F, 55G, 55H, 55I, 55J, 71E, 71F, 71G, 71H, 71I, 71J, 93E, 93F, 93G, 93H, 93I, 93J, 105E, 105F, 105G, 105H, 105I, 105J
<b>Unit 5:</b> 117E, 117F, 117G, 117H, 117I, 117J, 127E, 127F, 127G, 127H, 127I, 127J, 143E, 143F, 143G, 143H, 143I, 143J, 155E, 155F, 155G, 155H, 155I, 155J, 165E, 165F, 165G, 165H, 165I, 165J, 179E, 179F, 179G, 179H, 179I, 179J, 193E, 193F, 193G, 193H, 193I, 193J
<b>Unit 6:</b> 203E, 203F, 203G, 203H, 203I, 203J, 213E, 213F, 213G, 213H, 213I, 213J, 233E, 233F, 233G, 233H, 233I, 233J, 247E, 247F, 247G, 247H, 247I, 247J, 261E, 261F, 261G, 261H, 261I, 261J, 283E, 283F, 283G, 283H, 283I, 283J, 295E, 295F, 295G, 295H, 295I, 295J

<b>Reading Essentials</b>
<b>Unit 1</b>
<b>35. Alphabetize to the third letter. (ELA-3-E5)</b>
<b>Unit 1:</b> 61D, 111D

<b>Reading Essentials</b>
<b>Unit 1</b>
<b>45b. Locate information using organizational features of a variety of resources, including: Printed text such as indices, tables of contents, glossaries, charts, captions, chapter headings, and subheadings. (ELA-5-E1)</b>
<b>Unit 1:</b> 25F, 43F, 45D, 59F, 79F, 81A, 93A, 93C, 109F, 111A, 111C
<b>Unit 2:</b> 123F, 125D, 131F, 133D, 143F, 145C, 161E, 161F, 163H, 163C, 163D, 179F, 181D
<b>Unit 3:</b> 211E, 213D, 221F, 223D, 235F, 237C, 247F, 249C, 259C, 257F, 259C, 267F, 269C
<b>Unit 4:</b> 23E, 23F, 33F, 45D, 53F, 58C, 69F, 71A, 71D, 91F, 93A, 93C, 103F, 105A, 105C
<b>Unit 5:</b> 115F, 125E, 125F, 127A, 127D, 141D, 141F, 153E, 155C, 155D, 163F, 165A, 165C, 177F, 179A, 191F, 193A, 193C
<b>Unit 6:</b> 203A, 203B, 203C, 211F, 213C, 231F, 233A, 245F, 247C, 259F, 261A, 261C, 261D, 281F, 283A, 283D, 295A, 295C, 293F, 295D, 245E, 283A

## Unit 2

### Reading Essentials

#### Unit 2

#### 4. Demonstrate knowledge of the meanings of common prefixes and suffixes. (ELA-1-E1)

**Unit 1:** 14K, 14L, 14, 16, 17, 48K, 48L, 57, 94K, 94L, 99

**Unit 2:** 114K, 114L, 118, 121, 126K, 126L, 128, 166K, 166L, 166, 167, 168, 171, 173, 174, 176, 177, 182K, 182L, 183, 184, 187, 189, 191

**Unit 3:** 216K, 216L, 216, 217, 224K, 224L, 224M, 224N, 224, 226, 227, 230, 232, 240K, 240L, 240M, 240N, 241, 242, 244, 250K, 250L, 251, 252, 253, 254, 255, 256

**Unit 4:** 14K, 14L, 15, 18, 20, 21, 22, 26K, 26L, 29, 30, 31, 38K, 38L, 38, 48K, 48L, 48, 49, 51, 52, 55E, 55F, 55G, 55H, 55I, 55J, 58K, 58L, 60, 61, 62, 65, 66, 67, 72K, 72L, 73, 87, 94K, 94L, 97, 98, 99, 100, 105E, 105F, 105G, 105H, 105I, 105J

**Unit 5:** 120K, 120L, 108, 111, 112, 120K, 120L, 120, 123, 146K, 146L, 147, 158K, 158L, 159, 162, 168K, 168L, 170, 172, 173, 174, 175, 176, 180K, 180L, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189

**Unit 6:** 198K, 198L, 198, 204K, 204L, 204, 206, 207, 210, 216K, 216L, 233E, 233F, 233G, 233H, 233I, 233J, 242, 250K, 250L, 251,

### Reading Essentials

#### Unit 2

#### 5. Use reference aids such as dictionaries, thesauruses, synonyms finders, and reference software to determine word meanings, word choices, and pronunciations. (ELA-1-E1)

**Unit 2:** 133H, 133I, 145I, 163I, 181H, 181I, 193B

**Unit 3:** 237D, 249G, 250P, 259D, 259G, 269G, 269H

**Unit 4:** 69B, 71G, 71H, 71I, 93H, 93I, 105H

**Unit 5:** 117G, 117H, 117I, 125E, 127H, 143G, 143H, 155G, 155I, 163B, 165G, 165H, 180N, 193D, 193I

**Unit 6:** 203G, 233H, 233I, 247H, 250N, 283G, 283I, 284N

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>7. Adjust speed of reading to accomplish a purpose based in text complexity. (ELA-1-E3)</b>
<p><b>Unit 1:</b> 14N, 14Q, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28N, 28Q, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48N, 48Q, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 64N, 64Q, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82N, 82Q, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94N, 94Q, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 111P</p> <p><b>Unit 2:</b> 114N, 114Q, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126N, 126Q, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136N, 136Q, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 148N, 148Q, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166N, 166Q, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182N, 182Q, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195P</p> <p><b>Unit 3:</b> 198N, 198Q, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216N, 216Q, 216, 217, 218, 219, 220, 221, 222, 223, 224N, 224Q, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240N, 240Q, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250N, 250Q, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260N, 260Q, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 271F</p> <p><b>Unit 4:</b> 14L, 14O, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26O, 26, 27, 28, 29, 30, 31, 32, 33, 24, 25, 26, 27, 38L, 38O, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48L, 48O, 48, 49, 50, 51, 52, 53, 54, 55, 58L, 58O, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72L, 72O, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94L, 94O, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 105P</p> <p><b>Unit 5:</b> 108O, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120O, 120, 121, 122, 123, 124, 125, 126, 127, 128O, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146O, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 158O, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168O, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180O, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195F</p> <p><b>Unit 6:</b> 198O, 198, 199, 200, 201, 202, 203, 204O, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216O, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 236O, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250O, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262O, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284O, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 295P</p>

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>12. Demonstrate oral reading fluency of at least 110 words per minute in third-grade text with appropriate pacing, intonation, and expression. (ELA-1-E7)</b>
<p><b>Unit 1:</b> 14N, 14Q, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28N, 28Q, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48N, 48Q, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 64N, 64Q, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82N, 82Q, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94N, 94Q, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 111P</p> <p><b>Unit 2:</b> 114N, 114Q, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126N, 126Q, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136N, 136Q, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 148N, 148Q, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166N, 166Q, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182N, 182Q, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195P</p> <p><b>Unit 3:</b> 198N, 198Q, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216N, 216Q, 216, 217, 218, 219, 220, 221, 222, 223, 224N, 224Q, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240N, 240Q, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250N, 250Q, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260N, 260Q, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 271F</p> <p><b>Unit 4:</b> 14L, 14O, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26O, 26, 27, 28, 29, 30, 31, 32, 33, 24, 25, 26, 27, 38L, 38O, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48L, 48O, 48, 49, 50, 51, 52, 53, 54, 55, 58L, 58O, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72L, 72O, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94L, 94O, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 105P</p> <p><b>Unit 5:</b> 108O, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120O, 120, 121, 122, 123, 124, 125, 126, 127, 128O, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146O, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 158O, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168O, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180O, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195F</p> <p><b>Unit 6:</b> 198O, 198, 199, 200, 201, 202, 203, 204O, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216O, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 236O, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250O, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262O, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284O, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 295P</p>

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>28. Write legibly in cursive or printed form, using standard margins and demonstrating appropriate spacing of letters, words, sentences, and paragraphs. (ELA-3-E1)</b>
<p><b>Unit 1:</b> 27J, 45J, 61J, 81J, 93J, 111J</p> <p><b>Unit 2:</b> 125J, 133J, 145J, 163J, 181J, 195J</p> <p><b>Unit 3:</b> 213J, 223J, 237J, 249J, 259J, 269J</p> <p><b>Unit 4:</b> 25J, 35J, 47J, 55J, 71J, 93J, 105J</p> <p><b>Unit 5:</b> 117J, 127J, 143J, 155J, 165J, 179J, 193J</p> <p><b>Unit 6:</b> 203J, 213J, 233J, 247J, 261J, 283J, 295J</p>



<b>Reading Essentials</b>
<b>Unit 2</b>
<b>29b. Use standard English punctuation, including: Commas to separate parts of addresses. (ELA-3-E2)</b>
<b>Unit 2:</b> 125F, 125G, 125H, 125I, 125J, 133F, 133G, 133H, 195F, 195G, 195H
<b>Unit 4:</b> 25h, 25I, 25J, 47H, 47I, 47J
<b>Unit 5:</b> 117G, 117H, 143F, 143G, 143H, 143J, 193F, 193G
<b>Unit 6:</b> 203F, 203G, 203H, 203J, 247F, 247G, 247H, 247I, 247J, 283F, 283G, 283H, 283I, 283J, 295F, 295G, 295H

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>31a. Write using standard English structure and usage, including: Avoiding run-on sentences. (ELA-3-E3)</b>
<b>Unit 1:</b> 93F, 93G, 93H, 111F, 111G, 111H

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>31b. Write using standard English structure and usage, including: Using verbs in the future tense. (ELA-3-E3)</b>
<b>Unit 1:</b> 61E, 61F, 61G, 61H, 64K, 64L, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 81E, 81F, 81G, 81H, 111F, 111G, 111H
<b>Unit 3:</b> 237E, 237F, 237G, 237H, 269G, 269H
<b>Unit 4:</b> 71F, 71G, 71H, 105F, 105G, 105H
<b>Unit 6:</b> 233F, 261F, 261G, 261H

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>32c. Write using standard English structure and usage, including: Using correct forms of possessive pronouns, singular nouns, transitional words, and prepositions. (ELA-3-E4)</b>
<b>Unit 1:</b> 45E, 45F, 45G, 45H
<b>Unit 4:</b> 55E, 55F, 55G, 55H
<b>Unit 6:</b> 213F, 213G, 213H

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>32e. Write using standard English structure and usage, including: Using first-, second-, and third-person pronouns correctly. (ELA-3-E4)</b>
<b>Unit 1:</b> 45E, 45F, 45G, 45H
<b>Unit 4:</b> 55E, 55F, 55G, 55H

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>33a. Spell grade-appropriate words, including: Multisyllabic words made up of both base words and roots and common prefixes and suffixes. (ELA-3-E5)</b>
<p><b>Unit 1:</b> 14N, 27E, 27F, 27G, 27H, 27I, 27J, 28N, 45E, 45F, 45G, 45H, 45I, 45J, 48N, 61E, 61F, 61G, 61H, 61I, 61J, 64N, 81E, 81F, 81G, 81H, 81I, 81J, 82N, 93E, 93F, 93G, 93H, 93I, 93J, 94N, 111E, 111F, 111G, 111H, 111I, 111J</p> <p><b>Unit 2:</b> 114N, 125E, 125F, 125G, 125H, 125I, 125J, 126N, 133E, 133F, 133G, 133H, 133I, 133J, 136N, 145E, 145F, 145G, 145H, 145I, 145J, 148N, 163E, 163F, 163G, 163H, 163I, 163J, 166N, 181E, 181F, 181G, 181H, 181I, 181J, 182N, 195E, 195F, 195G, 195H, 195I, 195J</p> <p><b>Unit 3:</b> 198N, 213E, 213F, 213G, 213H, 213I, 213J, 216N, 223E, 223F, 223G, 223H, 223I, 223J, 224N, 237E, 237F, 237G, 237H, 237I, 237J, 240N, 249E, 249F, 249G, 249H, 249I, 249J, 250N, 259E, 259F, 259G, 259H, 259I, 259J, 260N, 269E, 269F, 269G, 269H, 269I, 269J</p> <p><b>Unit 4:</b> 25E, 25F, 25G, 25H, 25I, 25J, 35E, 35F, 35G, 35H, 35I, 35J, 47E, 47F, 47G, 47H, 47I, 47J, 55E, 55F, 55G, 55H, 55I, 55J, 71E, 71F, 71G, 71H, 71I, 71J, 93E, 93F, 93G, 93H, 93I, 93J, 105E, 105F, 105G, 105H, 105I, 105J</p> <p><b>Unit 5:</b> 117E, 117F, 117G, 117H, 117I, 117J, 127E, 127F, 127G, 127H, 127I, 127J, 143E, 143F, 143G, 143H, 143I, 143J, 155E, 155F, 155G, 155H, 155I, 155J, 165E, 165F, 165G, 165H, 165I, 165J, 179E, 179F, 179G, 179H, 179I, 179J, 193E, 193F, 193G, 193H, 193I, 193J</p> <p><b>Unit 6:</b> 203E, 203F, 203G, 203H, 203I, 203J, 213E, 213F, 213G, 213H, 213I, 213J, 233E, 233F, 233G, 233H, 233I, 233J, 247E, 247F, 247G, 247H, 247I, 247J, 261E, 261F, 261G, 261H, 261I, 261J, 283E, 283F, 283G, 283H, 283I, 283J, 295E, 295F, 295G, 295H, 295I, 295J</p>

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>33b. Spell grade-appropriate words, including: Compound words. (ELA-3-E5)</b>
<p><b>Unit 1:</b> 14N, 27E, 27F, 27G, 27H, 27I, 27J, 28N, 45E, 45F, 45G, 45H, 45I, 45J, 48N, 61E, 61F, 61G, 61H, 61I, 61J, 64N, 81E, 81F, 81G, 81H, 81I, 81J, 82N, 93E, 93F, 93G, 93H, 93I, 93J, 94N, 111E, 111F, 111G, 111H, 111I, 111J</p> <p><b>Unit 2:</b> 114N, 125E, 125F, 125G, 125H, 125I, 125J, 126N, 133E, 133F, 133G, 133H, 133I, 133J, 136N, 145E, 145F, 145G, 145H, 145I, 145J, 148N, 163E, 163F, 163G, 163H, 163I, 163J, 166N, 181E, 181F, 181G, 181H, 181I, 181J, 182N, 195E, 195F, 195G, 195H, 195I, 195J</p> <p><b>Unit 3:</b> 198N, 213E, 213F, 213G, 213H, 213I, 213J, 216N, 223E, 223F, 223G, 223H, 223I, 223J, 224N, 237E, 237F, 237G, 237H, 237I, 237J, 240N, 249E, 249F, 249G, 249H, 249I, 249J, 250N, 259E, 259F, 259G, 259H, 259I, 259J, 260N, 269E, 269F, 269G, 269H, 269I, 269J</p> <p><b>Unit 4:</b> 25E, 25F, 25G, 25H, 25I, 25J, 35E, 35F, 35G, 35H, 35I, 35J, 47E, 47F, 47G, 47H, 47I, 47J, 55E, 55F, 55G, 55H, 55I, 55J, 71E, 71F, 71G, 71H, 71I, 71J, 93E, 93F, 93G, 93H, 93I, 93J, 105E, 105F, 105G, 105H, 105I, 105J</p> <p><b>Unit 5:</b> 117E, 117F, 117G, 117H, 117I, 117J, 127E, 127F, 127G, 127H, 127I, 127J, 143E, 143F, 143G, 143H, 143I, 143J, 155E, 155F, 155G, 155H, 155I, 155J, 165E, 165F, 165G, 165H, 165I, 165J, 179E, 179F, 179G, 179H, 179I, 179J, 193E, 193F, 193G, 193H, 193I, 193J</p> <p><b>Unit 6:</b> 203E, 203F, 203G, 203H, 203I, 203J, 213E, 213F, 213G, 213H, 213I, 213J, 233E, 233F, 233G, 233H, 233I, 233J, 247E, 247F, 247G, 247H, 247I, 247J, 261E, 261F, 261G, 261H, 261I, 261J, 283E, 283F, 283G, 283H, 283I, 283J, 295E, 295F, 295G, 295H, 295I, 295J</p>

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>33c. Spell grade-appropriate words, including: Common homophones. (ELA-3-E5)</b>
<p><b>Unit 1:</b> 14N, 27E, 27F, 27G, 27H, 27I, 27J, 28N, 45E, 45F, 45G, 45H, 45I, 45J, 48N, 61E, 61F, 61G, 61H, 61I, 61J, 64N, 81E, 81F, 81G, 81H, 81I, 81J, 82N, 93E, 93F, 93G, 93H, 93I, 93J, 94N, 111E, 111F, 111G, 111H, 111I, 111J</p> <p><b>Unit 2:</b> 114N, 125E, 125F, 125G, 125H, 125I, 125J, 126N, 133E, 133F, 133G, 133H, 133I, 133J, 136N, 145E, 145F, 145G, 145H, 145I, 145J, 148N, 163E, 163F, 163G, 163H, 163I, 163J, 166N, 181E, 181F, 181G, 181H, 181I, 181J, 182N, 195E, 195F, 195G, 195H, 195I, 195J</p> <p><b>Unit 3:</b> 198N, 213E, 213F, 213G, 213H, 213I, 213J, 216N, 223E, 223F, 223G, 223H, 223I, 223J, 224N, 237E, 237F, 237G, 237H, 237I, 237J, 240N, 249E, 249F, 249G, 249H, 249I, 249J, 250N, 259E, 259F, 259G, 259H, 259I, 259J, 260N, 269E, 269F, 269G, 269H, 269I, 269J</p> <p><b>Unit 4:</b> 25E, 25F, 25G, 25H, 25I, 25J, 35E, 35F, 35G, 35H, 35I, 35J, 47E, 47F, 47G, 47H, 47I, 47J, 55E, 55F, 55G, 55H, 55I, 55J, 71E, 71F, 71G, 71H, 71I, 71J, 93E, 93F, 93G, 93H, 93I, 93J, 105E, 105F, 105G, 105H, 105I, 105J</p> <p><b>Unit 5:</b> 117E, 117F, 117G, 117H, 117I, 117J, 127E, 127F, 127G, 127H, 127I, 127J, 143E, 143F, 143G, 143H, 143I, 143J, 155E, 155F, 155G, 155H, 155I, 155J, 165E, 165F, 165G, 165H, 165I, 165J, 179E, 179F, 179G, 179H, 179I, 179J, 193E, 193F, 193G, 193H, 193I, 193J</p> <p><b>Unit 6:</b> 203E, 203F, 203G, 203H, 203I, 203J, 213E, 213F, 213G, 213H, 213I, 213J, 233E, 233F, 233G, 233H, 233I, 233J, 247E, 247F, 247G, 247H, 247I, 247J, 261E, 261F, 261G, 261H, 261I, 261J, 283E, 283F, 283G, 283H, 283I, 283J, 295E, 295F, 295G, 295H, 295I, 295J</p>

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>34. Follow common spelling generalizations, including qu-, consonant doubling, and changing -y to -i. (ELA-3-E5)</b>
<p><b>Unit 1:</b> 14N, 27E, 27F, 27G, 27H, 27I, 27J, 28N, 45E, 45F, 45G, 45H, 45I, 45J, 48N, 61E, 61F, 61G, 61H, 61I, 61J, 64N, 81E, 81F, 81G, 81H, 81I, 81J, 82N, 93E, 93F, 93G, 93H, 93I, 93J, 94N, 111E, 111F, 111G, 111H, 111I, 111J</p> <p><b>Unit 2:</b> 114N, 125E, 125F, 125G, 125H, 125I, 125J, 126N, 133E, 133F, 133G, 133H, 133I, 133J, 136N, 145E, 145F, 145G, 145H, 145I, 145J, 148N, 163E, 163F, 163G, 163H, 163I, 163J, 166N, 181E, 181F, 181G, 181H, 181I, 181J, 182N, 195E, 195F, 195G, 195H, 195I, 195J</p> <p><b>Unit 3:</b> 198N, 213E, 213F, 213G, 213H, 213I, 213J, 216N, 223E, 223F, 223G, 223H, 223I, 223J, 224N, 237E, 237F, 237G, 237H, 237I, 237J, 240N, 249E, 249F, 249G, 249H, 249I, 249J, 250N, 259E, 259F, 259G, 259H, 259I, 259J, 260N, 269E, 269F, 269G, 269H, 269I, 269J</p> <p><b>Unit 4:</b> 25E, 25F, 25G, 25H, 25I, 25J, 35E, 35F, 35G, 35H, 35I, 35J, 47E, 47F, 47G, 47H, 47I, 47J, 55E, 55F, 55G, 55H, 55I, 55J, 71E, 71F, 71G, 71H, 71I, 71J, 93E, 93F, 93G, 93H, 93I, 93J, 105E, 105F, 105G, 105H, 105I, 105J</p> <p><b>Unit 5:</b> 117E, 117F, 117G, 117H, 117I, 117J, 127E, 127F, 127G, 127H, 127I, 127J, 143E, 143F, 143G, 143H, 143I, 143J, 155E, 155F, 155G, 155H, 155I, 155J, 165E, 165F, 165G, 165H, 165I, 165J, 179E, 179F, 179G, 179H, 179I, 179J, 193E, 193F, 193G, 193H, 193I, 193J</p> <p><b>Unit 6:</b> 203E, 203F, 203G, 203H, 203I, 203J, 213E, 213F, 213G, 213H, 213I, 213J, 233E, 233F, 233G, 233H, 233I, 233J, 247E, 247F, 247G, 247H, 247I, 247J, 261E, 261F, 261G, 261H, 261I, 261J, 283E, 283F, 283G, 283H, 283I, 283J, 295E, 295F, 295G, 295H, 295I, 295J</p>

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>35. Alphabetize to the third letter. (ELA-3-E5)</b>
<b>Unit 1:</b> 61D, 111D

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>37. Use clear diction and tone and adjust volume and tempo to stress important ideas when speaking. (ELA-4-E1)</b>
<b>Unit 1:</b> 45I, 93I
<b>Unit 2:</b> 123F, 133I, 148Q, 165B
<b>Unit 3:</b> 215B, 223I, 235F, 240Q, 250, 271B
<b>Unit 4:</b> 37B, 48O, 72O, 94O, 105I,
<b>Unit 5:</b> 119B, 145B, 146O, 158O, 166, 168O, 177E, 180O, 193I, 194
<b>Unit 6:</b> 211E, 213I, 215B, 231B, 236O, 249B, 250O, 262O, 283I, 284O

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>42b. Use active listening strategies, including: Giving oral responses, such as explanations or written and/or spoken texts. (ELA-4-E5)</b>
<b>Unit 1:</b> 27E, 27I, 45E, 45I, 46, 47
<b>Unit 2:</b> 133, 134, 135E, 135I, 146, 147, 164, 165, 181D, 181E, 181I
<b>Unit 3:</b> 214, 215B, 269E, 269I, 270, 271
<b>Unit 4:</b> 23E, 25I, 35A, 35I, 36, 37
<b>Unit 5:</b> 117D, 117E, 117I, 118, 119, 141C, 144, 145, 165I, 166, 167
<b>Unit 6:</b> 201F, 203C, 211F, 213A, 214, 215 231F, 233D, 248, 249, 293E, 295I

### Unit 3

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>1. Decode words using knowledge of base words, root words, and common prefixes and suffixes. (ELA-1-E1)</b>
<b>Unit 1:</b> 14K, 14L, 14, 16, 17, 48K, 48L, 57, 94K, 94L, 99
<b>Unit 2:</b> 114K, 114L, 118, 121, 126K, 126L, 128, 166K, 166L, 166, 167, 168, 171, 173, 174, 176, 177, 182K, 182L, 183, 184, 187, 189, 191
<b>Unit 3:</b> 216K, 216L, 216, 217, 224K, 224L, 224M, 224N, 224, 226, 227, 230, 232, 240K, 240L, 240M, 240N, 241, 242, 244, 250K, 250L, 251, 252, 253, 254, 255, 256
<b>Unit 4:</b> 14K, 14L, 15, 18, 20, 21, 22, 26K, 26L, 29, 30, 31, 38K, 38L, 38, 48K, 48L, 48, 49, 51, 52, 55E, 55F, 55G, 55H, 55I, 55J, 58K, 58L, 60, 61, 62, 65, 66, 67, 72K, 72L, 73, 87, 94K, 94L, 97, 98, 99, 100, 105E, 105F, 105G, 105H, 105I, 105J
<b>Unit 5:</b> 120K, 120L, 108, 111, 112, 120K, 120L, 120, 123, 146K, 146L, 147, 158K, 158L, 159, 162, 168K, 168L, 170, 172, 173, 174, 175, 176, 180K, 180L, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189
<b>Unit 6:</b> 198K, 198L, 198, 204K, 204L, 204, 206, 207, 210, 216K, 216L, 233E, 233F, 233G, 233H, 233I, 233J, 242, 250K, 250L, 251,

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>2. Decode similar words (e.g., supper vs. super) using knowledge of basic syllabication rules. (ELA-1-E1)</b>
<b>Unit 1:</b> 14L, 14M, 14Q, 28K, 28M, 28N, 28Q, 48K, 48M, 48P, 64K, 64M, 64P, 82K, 82M, 82N, 82P, 94K, 94M, 94P
<b>Unit 2:</b> 114K, 114M, 114P, 126KM 126M, 126P, 136K, 136M, 136P, 148K, 148M, 148P, 166K, 166M, 166P, 182K, 182M, 182P
<b>Unit 3:</b> 198K, 198M, 198P, 216K, 216M, 216P, 224K, 224M, 224P, 240K, 240M, 240P, 250K, 250M, 250P, 260K, 260M, 260P
<b>Unit 4:</b> 14K, 14N, 26K, 26N, 38K, 38N, 48K, 48N, 58K, 58N, 72K, 72N, 94K, 94N
<b>Unit 5:</b> 108K, 108N, 120K, 120N, 128K, 128N, 146K, 146N, 158K, 158N, 168K, 168N, 180K, 180N
<b>Unit 6:</b> 198K, 198N, 204K, 204N, 216K, 216N, 236K, 236L, 236N, 250K, 250N, 262K, 262N, 284K, 284N

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>3. Identify and explain words with multiple meanings using contextual clues. (ELA-1-E1)</b>
<b>Unit 1:</b> 14P, 27G, 271I, 28P, 45G, 45H, 45J, 48P, 82P, 91B, 94P, 109B
<b>Unit 2:</b> 114P, 114Q, 126P, 136P, 148P, 161B, 163G, 163H, 163I, 163J, 166P, 179B, 182P, 193B
<b>Unit 3:</b> 198P, 211B, 216P, 224P, 237I, 240P, 247B, 249G, 249H, 249I, 250P, 259G, 259H, 259I, 260P, 269H, 269I
<b>Unit 4:</b> 14N, 26N, 38N, 45B, 47G, 47H, 47I, 48N, 53B, 58N, 69B, 69C, 72N, 93H, 94N, 105G, 105H
<b>Unit 5:</b> 108N, 120N, 125B, 127G, 127H, 127I, 128N, 146N, 153B, 155G, 155H, 155I, 158N, 163B, 165G, 165H, 165I, 168N, 177B, 180N, 191B, 193I
<b>Unit 6:</b> 198N, 204N, 211B, 216N, 236N, 245B, 247G, 247I, 250N, 259B, 262N, 281B, 283G, 283H, 283I, 283J, 284N, 293B, 295H

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>4. Demonstrate knowledge of the meanings of common prefixes and suffixes. (ELA-1-E1)</b>
<b>Unit 1:</b> 14K, 14L, 14, 16, 17, 48K, 48L, 57, 94K, 94L, 99
<b>Unit 2:</b> 114K, 114L, 118, 121, 126K, 126L, 128, 166K, 166L, 166, 167, 168, 171, 173, 174, 176, 177, 182K, 182L, 183, 184, 187, 189, 191
<b>Unit 3:</b> 216K, 216L, 216, 217, 224K, 224L, 224M, 224N, 224, 226, 227, 230, 232, 240K, 240L, 240M, 240N, 241, 242, 244, 250K, 250L, 251, 252, 253, 254, 255, 256
<b>Unit 4:</b> 14K, 14L, 15, 18, 20, 21, 22, 26K, 26L, 29, 30, 31, 38K, 38L, 38, 48K, 48L, 48, 49, 51, 52, 55E, 55F, 55G, 55H, 55I, 55J, 58K, 58L, 60, 61, 62, 65, 66, 67, 72K, 72L, 73, 87, 94K, 94L, 97, 98, 99, 100, 105E, 105F, 105G, 105H, 105I, 105J
<b>Unit 5:</b> 120K, 120L, 108, 111, 112, 120K, 120L, 120, 123, 146K, 146L, 147, 158K, 158L, 159, 162, 168K, 168L, 170, 172, 173, 174, 175, 176, 180K, 180L, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189
<b>Unit 6:</b> 198K, 198L, 198, 204K, 204L, 204, 206, 207, 210, 216K, 216L, 233E, 233F, 233G, 233H, 233I, 233J, 242, 250K, 250L, 251,

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>5. Use reference aids such as dictionaries, thesauruses, synonyms finders, and reference software to determine word meanings, word choices, and pronunciations. (ELA-1-E1)</b>
<b>Unit 2:</b> 133H, 133I, 145I, 163I, 181H, 181I, 193B
<b>Unit 3:</b> 237D, 249G, 250P, 259D, 259G, 269G, 269H
<b>Unit 4:</b> 69B, 71G, 71H, 71I, 93H, 93I, 105H
<b>Unit 5:</b> 117G, 117H, 117I, 125E, 127H, 143G, 143H, 155G, 155I, 163B, 165G, 165H, 180N, 193D, 193I
<b>Unit 6:</b> 203G, 233H, 233I, 247H, 250N, 283G, 283I, 284N

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>6a. Determine meanings of unfamiliar words using a variety of strategies, including: Knowledge of common antonyms, synonyms, homonyms, and homographs. (ELA-1-E1)</b>
<b>Unit 1:</b> 28K, 48K, 111G, 111I, 111J
<b>Unit 2:</b> 114K, 125G, 125G, 125H, 125I, 125J, 126K, 145G, 145H, 145I, 145J, 148P, 181G, 195G, 195H, 195I
<b>Unit 3:</b> 198K, 260K
<b>Unit 4:</b> 14K, 26K, 72K
<b>Unit 5:</b> 108K, 120K, 127G, 127H, 127I, 127J, 146K
<b>Unit 6:</b> 203G, 203H, 203I, 203J, 204K, 213G, 213H, 213I, 213J, 216K, 233G, 295G, 295H, 295I, 295J

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>6c. Determine meanings of unfamiliar words using a variety of strategies, including: Identification of base words and root words. (ELA-1-E1)</b>
<b>Unit 1:</b> 14K, 14L, 14, 16, 17, 48K, 48L, 57, 94K, 94L, 99
<b>Unit 2:</b> 114K, 114L, 118, 121, 126K, 126L, 128, 166K, 166L, 166, 167, 168, 171, 173, 174, 176, 177, 182K, 182L, 183, 184, 187, 189, 191
<b>Unit 3:</b> 216K, 216L, 216, 217, 224K, 224L, 224M, 224N, 224, 226, 227, 230, 232, 240K, 240L, 240M, 240N, 241, 242, 244, 250K, 250L, 251, 252, 253, 254, 255, 256
<b>Unit 4:</b> 14K, 14L, 15, 18, 20, 21, 22, 26K, 26L, 29, 30, 31, 38K, 38L, 38, 48K, 48L, 48, 49, 51, 52, 55E, 55F, 55G, 55H, 55I, 55J, 58K, 58L, 60, 61, 62, 65, 66, 67, 72K, 72L, 73, 87, 94K, 94L, 97, 98, 99, 100, 105E, 105F, 105G, 105H, 105I, 105J
<b>Unit 5:</b> 120K, 120L, 108, 111, 112, 120K, 120L, 120, 123, 146K, 146L, 147, 158K, 158L, 159, 162, 168K, 168L, 170, 172, 173, 174, 175, 176, 180K, 180L, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189
<b>Unit 6:</b> 198K, 198L, 198, 204K, 204L, 204, 206, 207, 210, 216K, 216L, 233E, 233F, 233G, 233H, 233I, 233J, 242, 250K, 250L, 251

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>12. Demonstrate oral reading fluency of at least 110 words per minute in third-grade text with appropriate pacing, intonation, and expression. (ELA-1-E7)</b>
<p><b>Unit 1:</b> 14N, 14Q, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28N, 28Q, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48N, 48Q, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 64N, 64Q, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82N, 82Q, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94N, 94Q, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 111P</p> <p><b>Unit 2:</b> 114N, 114Q, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126N, 126Q, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136N, 136Q, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 148N, 148Q, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166N, 166Q, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182N, 182Q, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195P</p> <p><b>Unit 3:</b> 198N, 198Q, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216N, 216Q, 216, 217, 218, 219, 220, 221, 222, 223, 224N, 224Q, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240N, 240Q, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250N, 250Q, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260N, 260Q, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 271F</p> <p><b>Unit 4:</b> 14L, 14O, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26O, 26, 27, 28, 29, 30, 31, 32, 33, 34, 25, 26, 27, 38L, 38O, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48L, 48O, 48, 49, 50, 51, 52, 53, 54, 55, 58L, 58O, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72L, 72O, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94L, 94O, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 105P</p> <p><b>Unit 5:</b> 108O, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120O, 120, 121, 122, 123, 124, 125, 126, 127, 128O, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146O, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 158O, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168O, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180O, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195F</p> <p><b>Unit 6:</b> 198O, 198, 199, 200, 201, 202, 203, 204O, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216O, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 236O, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250O, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262O, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284O, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 295P</p>

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>17c. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Making simple inferences and drawing conclusions about information in texts. (ELA-7-E1)</b>
<p><b>Unit 1:</b> 59E, 79D, 109</p> <p><b>Unit 2:</b> 127, 129, 131C, 131</p> <p><b>Unit 3:</b> 225, 227, 229, 231, 233, 235, 235C, 235D</p> <p><b>Unit 4:</b> 15, 17, 19, 21, 23, 53, 59, 61, 63, 91A, 95, 97, 99, 101, 103</p> <p><b>Unit 5:</b> 153, 177</p> <p><b>Unit 6:</b> 217, 219, 221, 223, 225, 227, 229, 231, 231C, 231D, 259, 285, 287, 289, 291, 293, 293C, 293D</p>

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>18. Explain chosen solutions to problems in texts. (ELA-7-E2)</b>
<b>Unit 1:</b> 25A, 28P, 43A, 48O, 59A, 65, 79A, 82O, 91, 94O, 95, 97, 99, 101, 103, 105, 107, 109
<b>Unit 2:</b> 114O, 123A, 126O, 131A, 136O, 143A, 148O, 149, 151, 153, 155, 157, 159, 161, 161A, 161C, 163A, 166O, 179, 182O
<b>Unit 3:</b> 298O, 211A, 216O, 221A, 224O, 235A, 240O, 241, 243, 245, 247, 247A, 247C, 250O, 257A, 250O, 267A, 269D
<b>Unit 4:</b> 14M, 23A, 26M, 33A, 38M, 45A, 48M, 53, 58M, 69A, 72M, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 91A, 91B, 94M, 95, 97, 99, 101, 103, 103A, 103B
<b>Unit 5:</b> 108M, 115A, 120M, 125A, 128M, 141A, 146M, 146, 153A, 158M, 159, 161, 163, 168M, 177A, 180M, 181, 183, 185
<b>Unit 6:</b> 198M, 201A, 204M, 211A, 216M, 231A, 236M, 240, 242, 244, 245, 250M, 259, 259A, 262M, 262, 259, 271, 273, 275, 277, 279, 281, 281A, 284M, 293, 293A

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>21b. Apply basic reasoning skills, including: Skimming and scanning texts to locate specific information. (ELA-7-E4)</b>
<b>Unit 1:</b> 14N, 14Q, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28N, 28Q, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48N, 48Q, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 64N, 64Q, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82N, 82Q, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94N, 94Q, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 111P
<b>Unit 2:</b> 114N, 114Q, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126N, 126Q, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136N, 136Q, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 148N, 148Q, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166N, 166Q, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182N, 182Q, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195P
<b>Unit 3:</b> 198N, 198Q, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216N, 216Q, 216, 217, 218, 219, 220, 221, 222, 223, 224N, 224Q, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240N, 240Q, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250N, 250Q, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260N, 260Q, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 271F
<b>Unit 4:</b> 14L, 14O, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26O, 26, 27, 28, 29, 30, 31, 32, 33, 24, 25, 26, 27, 38L, 38O, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48L, 48O, 48, 49, 50, 51, 52, 53, 54, 55, 58L, 58O, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72L, 72O, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94L, 94O, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 105P
<b>Unit 5:</b> 108O, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120O, 120, 121, 122, 123, 124, 125, 126, 127, 128O, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146O, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 158O, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168O, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180O, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195F
<b>Unit 6:</b> 198O, 198, 199, 200, 201, 202, 203, 204O, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216O, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 236O, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250O, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262O, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284O, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 295P



<b>Reading Essentials</b>
<b>Unit 3</b>
<b>28. Write legibly in cursive or printed form, using standard margins and demonstrating appropriate spacing of letters, words, sentences, and paragraphs. (ELA-3-E1)</b>
<b>Unit 1:</b> 27J, 45J, 61J, 81J, 93J, 111J
<b>Unit 2:</b> 125J, 133J, 145J, 163J, 181J, 195J
<b>Unit 3:</b> 213J, 223J, 237J, 249J, 259J, 269J
<b>Unit 4:</b> 25J, 35J, 47J, 55J, 71J, 93J, 105J
<b>Unit 5:</b> 117J, 127J, 143J, 155J, 165J, 179J, 193J
<b>Unit 6:</b> 203J, 213J, 233J, 247J, 261J, 283J, 295J

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>29a. Use standard English punctuation, including: Commas to separate phrases in a series. (ELA-3-E2)</b>
<b>Unit 2:</b> 125F, 125G, 125H, 125I, 125J, 133F, 133G, 133H, 195F, 195G, 195H
<b>Unit 4:</b> 25h, 25I, 25J, 47H, 47I, 47J
<b>Unit 5:</b> 117G, 117H, 143F, 143G, 143H, 143J, 193F, 193G
<b>Unit 6:</b> 203F, 203G, 203H, 203J, 247F, 247G, 247H, 247I, 247J, 283F, 283G, 283H, 283I, 283J, 295F, 295G, 295H

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>31c. Write using standard English structure and usage, including: Making subjects and verbs agree in sentences with simple and compound subjects and predicates. (ELA-3-E3)</b>
<b>Unit 1:</b> 61F, 61G, 61H, 81F, 81G, 81H, 81I, 111F, 111G, 111H
<b>Unit 3:</b> 237F, 237G, 237H, 269F, 269G, 269H
<b>Unit 4:</b> 35F, 35G, 35H, 105F, 105G, 105H
<b>Unit 5:</b> 117F, 117G, 117H, 193F, 193G, 193H
<b>Unit 6:</b> 233F, 233G, 233H, 261F, 261G, 261H, 283F, 283G, 283H, 295F, 295G, 295H

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>32c. Write using standard English structure and usage, including: Using correct forms of possessive pronouns, singular nouns, transitional words, and prepositions. (ELA-3-E4)</b>
<b>Unit 1:</b> 45E, 45F, 45G, 45H
<b>Unit 4:</b> 55E, 55F, 55G, 55H
<b>Unit 6:</b> 213F, 213G, 213H

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>32e. Write using standard English structure and usage, including: Using first-, second-, and third-person pronouns correctly. (ELA-3-E4)</b>
<b>Unit 1:</b> 45E, 45F, 45G, 45H
<b>Unit 4:</b> 55E, 55F, 55G, 55H

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>32g. Write using standard English structure and usage, including: Identify and using irregular verb tenses. (ELA-3-E4)</b>
<b>Unit 1:</b> 61E, 61F, 61G, 61H, 64K, 64L, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 81E, 81F, 81G, 81H, 111F, 111G, 111H
<b>Unit 3:</b> 237E, 237F, 237G, 237H, 269G, 269H
<b>Unit 4:</b> 71F, 71G, 71H, 105F, 105G, 105H
<b>Unit 6:</b> 233F, 261F, 261G, 261H

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>33a. Spell grade-appropriate words, including: Multisyllabic words made up of both base words and roots and common prefixes and suffixes. (ELA-3-E5)</b>
<b>Unit 1:</b> 14N, 27E, 27F, 27G, 27H, 27I, 27J, 28N, 45E, 45F, 45G, 45H, 45I, 45J, 48N, 61E, 61F, 61G, 61H, 61I, 61J, 64N, 81E, 81F, 81G, 81H, 81I, 81J, 82N, 93E, 93F, 93G, 93H, 93I, 93J, 94N, 111E, 111F, 111G, 111H, 111I, 111J
<b>Unit 2:</b> 114N, 125E, 125F, 125G, 125H, 125I, 125J, 126N, 133E, 133F, 133G, 133H, 133I, 133J, 136N, 145E, 145F, 145G, 145H, 145I, 145J, 148N, 163E, 163F, 163G, 163H, 163I, 163J, 166N, 181E, 181F, 181G, 181H, 181I, 181J, 182N, 195E, 195F, 195G, 195H, 195I, 195J
<b>Unit 3:</b> 198N, 213E, 213F, 213G, 213H, 213I, 213J, 216N, 223E, 223F, 223G, 223H, 223I, 223J, 224N, 237E, 237F, 237G, 237H, 237I, 237J, 240N, 249E, 249F, 249G, 249H, 249I, 249J, 250N, 259E, 259F, 259G, 259H, 259I, 259J, 260N, 269E, 269F, 269G, 269H, 269I, 269J
<b>Unit 4:</b> 25E, 25F, 25G, 25H, 25I, 25J, 35E, 35F, 35G, 35H, 35I, 35J, 47E, 47F, 47G, 47H, 47I, 47J, 55E, 55F, 55G, 55H, 55I, 55J, 71E, 71F, 71G, 71H, 71I, 71J, 93E, 93F, 93G, 93H, 93I, 93J, 105E, 105F, 105G, 105H, 105I, 105J
<b>Unit 5:</b> 117E, 117F, 117G, 117H, 117I, 117J, 127E, 127F, 127G, 127H, 127I, 127J, 143E, 143F, 143G, 143H, 143I, 143J, 155E, 155F, 155G, 155H, 155I, 155J, 165E, 165F, 165G, 165H, 165I, 165J, 179E, 179F, 179G, 179H, 179I, 179J, 193E, 193F, 193G, 193H, 193I, 193J
<b>Unit 6:</b> 203E, 203F, 203G, 203H, 203I, 203J, 213E, 213F, 213G, 213H, 213I, 213J, 233E, 233F, 233G, 233H, 233I, 233J, 247E, 247F, 247G, 247H, 247I, 247J, 261E, 261F, 261G, 261H, 261I, 261J, 283E, 283F, 283G, 283H, 283I, 283J, 295E, 295F, 295G, 295H, 295I, 295J

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>33c. Spell grade-appropriate words, including: Common homophones. (ELA-3-E5)</b>
<p><b>Unit 1:</b> 14N, 27E, 27F, 27G, 27H, 27I, 27J, 28N, 45E, 45F, 45G, 45H, 45I, 45J, 48N, 61E, 61F, 61G, 61H, 61I, 61J, 64N, 81E, 81F, 81G, 81H, 81I, 81J, 82N, 93E, 93F, 93G, 93H, 93I, 93J, 94N, 111E, 111F, 111G, 111H, 111I, 111J</p> <p><b>Unit 2:</b> 114N, 125E, 125F, 125G, 125H, 125I, 125J, 126N, 133E, 133F, 133G, 133H, 133I, 133J, 136N, 145E, 145F, 145G, 145H, 145I, 145J, 148N, 163E, 163F, 163G, 163H, 163I, 163J, 166N, 181E, 181F, 181G, 181H, 181I, 181J, 182N, 195E, 195F, 195G, 195H, 195I, 195J</p> <p><b>Unit 3:</b> 198N, 213E, 213F, 213G, 213H, 213I, 213J, 216N, 223E, 223F, 223G, 223H, 223I, 223J, 224N, 237E, 237F, 237G, 237H, 237I, 237J, 240N, 249E, 249F, 249G, 249H, 249I, 249J, 250N, 259E, 259F, 259G, 259H, 259I, 259J, 260N, 269E, 269F, 269G, 269H, 269I, 269J</p> <p><b>Unit 4:</b> 25E, 25F, 25G, 25H, 25I, 25J, 35E, 35F, 35G, 35H, 35I, 35J, 47E, 47F, 47G, 47H, 47I, 47J, 55E, 55F, 55G, 55H, 55I, 55J, 71E, 71F, 71G, 71H, 71I, 71J, 93E, 93F, 93G, 93H, 93I, 93J, 105E, 105F, 105G, 105H, 105I, 105J</p> <p><b>Unit 5:</b> 117E, 117F, 117G, 117H, 117I, 117J, 127E, 127F, 127G, 127H, 127I, 127J, 143E, 143F, 143G, 143H, 143I, 143J, 155E, 155F, 155G, 155H, 155I, 155J, 165E, 165F, 165G, 165H, 165I, 165J, 179E, 179F, 179G, 179H, 179I, 179J, 193E, 193F, 193G, 193H, 193I, 193J</p> <p><b>Unit 6:</b> 203E, 203F, 203G, 203H, 203I, 203J, 213E, 213F, 213G, 213H, 213I, 213J, 233E, 233F, 233G, 233H, 233I, 233J, 247E, 247F, 247G, 247H, 247I, 247J, 261E, 261F, 261G, 261H, 261I, 261J, 283E, 283F, 283G, 283H, 283I, 283J, 295E, 295F, 295G, 295H, 295I, 295J</p>

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>34. Follow common spelling generalizations, including qu-, consonant doubling, and changing –y to –i. (ELA-3-E5)</b>
<p><b>Unit 1:</b> 14N, 27E, 27F, 27G, 27H, 27I, 27J, 28N, 45E, 45F, 45G, 45H, 45I, 45J, 48N, 61E, 61F, 61G, 61H, 61I, 61J, 64N, 81E, 81F, 81G, 81H, 81I, 81J, 82N, 93E, 93F, 93G, 93H, 93I, 93J, 94N, 111E, 111F, 111G, 111H, 111I, 111J</p> <p><b>Unit 2:</b> 114N, 125E, 125F, 125G, 125H, 125I, 125J, 126N, 133E, 133F, 133G, 133H, 133I, 133J, 136N, 145E, 145F, 145G, 145H, 145I, 145J, 148N, 163E, 163F, 163G, 163H, 163I, 163J, 166N, 181E, 181F, 181G, 181H, 181I, 181J, 182N, 195E, 195F, 195G, 195H, 195I, 195J</p> <p><b>Unit 3:</b> 198N, 213E, 213F, 213G, 213H, 213I, 213J, 216N, 223E, 223F, 223G, 223H, 223I, 223J, 224N, 237E, 237F, 237G, 237H, 237I, 237J, 240N, 249E, 249F, 249G, 249H, 249I, 249J, 250N, 259E, 259F, 259G, 259H, 259I, 259J, 260N, 269E, 269F, 269G, 269H, 269I, 269J</p> <p><b>Unit 4:</b> 25E, 25F, 25G, 25H, 25I, 25J, 35E, 35F, 35G, 35H, 35I, 35J, 47E, 47F, 47G, 47H, 47I, 47J, 55E, 55F, 55G, 55H, 55I, 55J, 71E, 71F, 71G, 71H, 71I, 71J, 93E, 93F, 93G, 93H, 93I, 93J, 105E, 105F, 105G, 105H, 105I, 105J</p> <p><b>Unit 5:</b> 117E, 117F, 117G, 117H, 117I, 117J, 127E, 127F, 127G, 127H, 127I, 127J, 143E, 143F, 143G, 143H, 143I, 143J, 155E, 155F, 155G, 155H, 155I, 155J, 165E, 165F, 165G, 165H, 165I, 165J, 179E, 179F, 179G, 179H, 179I, 179J, 193E, 193F, 193G, 193H, 193I, 193J</p> <p><b>Unit 6:</b> 203E, 203F, 203G, 203H, 203I, 203J, 213E, 213F, 213G, 213H, 213I, 213J, 233E, 233F, 233G, 233H, 233I, 233J, 247E, 247F, 247G, 247H, 247I, 247J, 261E, 261F, 261G, 261H, 261I, 261J, 283E, 283F, 283G, 283H, 283I, 283J, 295E, 295F, 295G, 295H, 295I, 295J</p>

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>35. Alphabetize to the third letter. (ELA-3-E5)</b>
<b>Unit 1:</b> 61D, 111D

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>36. Use a variety of resources, including online and print dictionaries and spell checkers to check spelling. (ELA-3-E5)</b>
<b>Unit 1:</b> 45D, 79E, 81G, 81H, 81I, 93D, 109F
<b>Unit 2:</b> 123F, 131E, 131F, 133D, 161F, 179F
<b>Unit 3:</b> 223D, 235F, 237C, 237D, 257F, 259D
<b>Unit 4:</b> 25D, 55C, 71D
<b>Unit 5:</b> 115F, 125E, 141F, 153E, 155D, 163F, 165D, 177F, 191F, 193D
<b>Unit 6:</b> 201F, 203D, 211F, 231F, 245D, 245E, 245F, 261D, 281F

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>37. Use clear diction and tone and adjust volume and tempo to stress important ideas when speaking. (ELA-4-E1)</b>
<b>Unit 1:</b> 45I, 93I
<b>Unit 2:</b> 123F, 133I, 148Q, 165B
<b>Unit 3:</b> 215B, 223I, 235F, 240Q, 250, 271B
<b>Unit 4:</b> 37B, 48O, 72O, 94O, 105I,
<b>Unit 5:</b> 119B, 145B, 146O, 158O, 166, 168O, 177E, 180O, 193I, 194
<b>Unit 6:</b> 211E, 213I, 215B, 231B, 236O, 249B, 250O, 262O, 283I, 284O

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>38. Give and follow precise directions and instructions. (ELA-4-E2)</b>
<b>Unit 1:</b> 14M, 14N, 28L, 28N, 48L, 48N, 64L, 64N, 82L, 82N, 94L, 94N
<b>Unit 2:</b> 114L, 114N, 126L, 126N, 136L, 136N, 148L, 148N, 166L, 166N, 182L
<b>Unit 3:</b> 198L, 198N, 216L, 216N, 224L, 224N, 240L, 240N, 250L, 250N, 260L, 260N
<b>Unit 4:</b> 14L, 26K, 38L, 48L, 58L, 72L, 93L
<b>Unit 5:</b> 108L, 120L, 128L, 146L, 158L, 168L, 180L
<b>Unit 6:</b> 204L, 216L, 236L, 250L, 262L, 284L, 295I

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>42a. Use active listening strategies, including: Asking questions and responding to ideas/opinions. (ELA-4-E5)</b>
<b>Unit 1:</b> 27E, 27I, 45E, 45I, 46, 47
<b>Unit 2:</b> 133, 134, 135E, 135I, 146, 147, 164, 165, 181D, 181E, 181I
<b>Unit 3:</b> 214, 215B, 269E, 269I, 270, 271
<b>Unit 4:</b> 23E, 25I, 35A, 35I, 36, 37
<b>Unit 5:</b> 117D, 117E, 117I, 118, 119, 141C, 144, 145, 165I, 166, 167
<b>Unit 6:</b> 201F, 203C, 211F, 213A, 214, 215 231F, 233D, 248, 249, 293E, 295I

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>42b. Use active listening strategies, including: Giving oral responses, such as explanations or written and/or spoken texts. (ELA-4-E5)</b>
<b>Unit 1:</b> 27E, 27I, 45E, 45I, 46, 47
<b>Unit 2:</b> 133, 134, 135E, 135I, 146, 147, 164, 165, 181D, 181E, 181I
<b>Unit 3:</b> 214, 215B, 269E, 269I, 270, 271
<b>Unit 4:</b> 23E, 25I, 35A, 35I, 36, 37
<b>Unit 5:</b> 117D, 117E, 117I, 118, 119, 141C, 144, 145, 165I, 166, 167
<b>Unit 6:</b> 201F, 203C, 211F, 213A, 214, 215 231F, 233D, 248, 249, 293E, 295I

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>44. Assume the role of discussion leader, contributor, and active listener. (ELA-4-E7)</b>
<b>Unit 1:</b> 27H, 45A, 45I, 61A, 61C, 81A, 93A, 109A, 109C, 111A, 111I
<b>Unit 2:</b> 118, 125A, 125I, 126, 128, 130, 131F, 133A, 138, 145A, 145H, 148, 150, 160, 161A, 161C, 170, 179A, 181I, 192, 195A, 195H
<b>Unit 3:</b> 200, 204, 206, 208, 211C, 211E, 213A, 223A, 226, 232, 234, 237A, 254, 259I, 264, 269I
<b>Unit 4:</b> 16, 22, 23E, 25C, 30, 42, 44, 47A, 74, 80, 91A, 93A, 103A, 105G
<b>Unit 5:</b> 108, 115F, 117A, 120, 125C, 125F, 127C, 141D, 143A, 145B, 148, 153A, 165I, 179I
<b>Unit 6:</b> 198, 201F, 210, 211F, 215B, 218, 224, 230, 261I

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>47. Determine appropriateness of collected information for a specified purpose. (ELA-5-E2)</b>
<b>Unit 1:</b> 25F, 43F, 45D, 59F, 79F, 81A, 93A, 93C, 109F, 111A, 111C
<b>Unit 2:</b> 123F, 125D, 131F, 133D, 143F, 145C, 161E, 161F, 163H, 163C, 163D, 179F, 181D
<b>Unit 3:</b> 211E, 213D, 221F, 223D, 235F, 237C, 247F, 249C, 259C, 257F, 259C, 267F, 269C
<b>Unit 4:</b> 23E, 23F, 33F, 45D, 53F, 58C, 69F, 71A, 71D, 91F, 93A, 93C, 103F, 105A, 105C
<b>Unit 5:</b> 115F, 125E, 125F, 127A, 127D, 141D, 141F, 153E, 155C, 155D, 163F, 165A, 165C, 177F, 179A, 191F, 193A, 193C
<b>Unit 6:</b> 203A, 203B, 203C, 211F, 213C, 231F, 233A, 245F, 247C, 259F, 261A, 261C, 261D, 281F, 283A, 283D, 295A, 295C, 293F, 295D, 245E, 283A

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>52. Locate information found in graphic organizers such as timelines, charts, graphs, schedules, tables, diagrams, and maps. (ELA-5-E6)</b>
<b>Unit 1:</b> 25E, 111G, 111H, 111J
<b>Unit 2:</b> 123F, 125I, 133D, 133G, 145D, 145J, 163I, 163J, 195A, 195D, 195F, 195J
<b>Unit 3:</b> 211E, 249D
<b>Unit 4:</b> 23F, 25D, 33F, 45E, 55D, 71D, 93D, 105D
<b>Unit 5:</b> 115F, 117H, 125D, 141F, 143D, 155A, 165F
<b>Unit 6:</b> 233A, 247A, 247D, 261D, 283D

## Unit 4

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>2. Decode similar words (e.g., supper vs. super) using knowledge of basic syllabication rules. (ELA-1-E1)</b>
<b>Unit 1:</b> 14L, 14M, 14Q, 28K, 28M, 28N, 28Q, 48K, 48M, 48P, 64K, 64M, 64P, 82K, 82M, 82N, 82P, 94K, 94M, 94P
<b>Unit 2:</b> 114K, 114M, 114P, 126KM, 126M, 126P, 136K, 136M, 136P, 148K, 148M, 148P, 166K, 166M, 166P, 182K, 182M, 182P
<b>Unit 3:</b> 198K, 198M, 198P, 216K, 216M, 216P, 224K, 224M, 224P, 240K, 240M, 240P, 250K, 250M, 250P, 260K, 260M, 260P
<b>Unit 4:</b> 14K, 14N, 26K, 26N, 38K, 38N, 48K, 48N, 58K, 58N, 72K, 72N, 94K, 94N
<b>Unit 5:</b> 108K, 108N, 120K, 120N, 128K, 128N, 146K, 146N, 158K, 158N, 168K, 168N, 180K, 180N
<b>Unit 6:</b> 198K, 198N, 204K, 204N, 216K, 216N, 236K, 236L, 236N, 250K, 250N, 262K, 262N, 284K, 284N

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>4. Demonstrate knowledge of the meanings of common prefixes and suffixes. (ELA-1-E1)</b>
<b>Unit 1:</b> 14K, 14L, 14, 16, 17, 48K, 48L, 57, 94K, 94L, 99
<b>Unit 2:</b> 114K, 114L, 118, 121, 126K, 126L, 128, 166K, 166L, 166, 167, 168, 171, 173, 174, 176, 177, 182K, 182L, 183, 184, 187, 189, 191
<b>Unit 3:</b> 216K, 216L, 216, 217, 224K, 224L, 224M, 224N, 224, 226, 227, 230, 232, 240K, 240L, 240M, 240N, 241, 242, 244, 250K, 250L, 251, 252, 253, 254, 255, 256
<b>Unit 4:</b> 14K, 14L, 15, 18, 20, 21, 22, 26K, 26L, 29, 30, 31, 38K, 38L, 38, 48K, 48L, 48, 49, 51, 52, 55E, 55F, 55G, 55H, 55I, 55J, 58K, 58L, 60, 61, 62, 65, 66, 67, 72K, 72L, 73, 87, 94K, 94L, 97, 98, 99, 100, 105E, 105F, 105G, 105H, 105I, 105J
<b>Unit 5:</b> 120K, 120L, 108, 111, 112, 120K, 120L, 120, 123, 146K, 146L, 147, 158K, 158L, 159, 162, 168K, 168L, 170, 172, 173, 174, 175, 176, 180K, 180L, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189
<b>Unit 6:</b> 198K, 198L, 198, 204K, 204L, 204, 206, 207, 210, 216K, 216L, 233E, 233F, 233G, 233H, 233I, 233J, 242, 250K, 250L, 251,

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>5. Use reference aids such as dictionaries, thesauruses, synonyms finders, and reference software to determine word meanings, word choices, and pronunciations. (ELA-1-E1)</b>
<b>Unit 2:</b> 133H, 133I, 145I, 163I, 181H, 181I, 193B
<b>Unit 3:</b> 237D, 249G, 250P, 259D, 259G, 269G, 269H
<b>Unit 4:</b> 69B, 71G, 71H, 71I, 93H, 93I, 105H
<b>Unit 5:</b> 117G, 117H, 117I, 125E, 127H, 143G, 143H, 155G, 155I, 163B, 165G, 165H, 180N, 193D, 193I
<b>Unit 6:</b> 203G, 233H, 233I, 247H, 250N, 283G, 283I, 284N

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>6c. Determine meanings of unfamiliar words using a variety of strategies, including: Identification of base words and root words. (ELA-1-E1)</b>
<b>Unit 1:</b> 14K, 14L, 14, 16, 17, 48K, 48L, 57, 94K, 94L, 99
<b>Unit 2:</b> 114K, 114L, 118, 121, 126K, 126L, 128, 166K, 166L, 166, 167, 168, 171, 173, 174, 176, 177, 182K, 182L, 183, 184, 187, 189, 191
<b>Unit 3:</b> 216K, 216L, 216, 217, 224K, 224L, 224M, 224N, 224, 226, 227, 230, 232, 240K, 240L, 240M, 240N, 241, 242, 244, 250K, 250L, 251, 252, 253, 254, 255, 256
<b>Unit 4:</b> 14K, 14L, 15, 18, 20, 21, 22, 26K, 26L, 29, 30, 31, 38K, 38L, 38, 48K, 48L, 48, 49, 51, 52, 55E, 55F, 55G, 55H, 55I, 55J, 58K, 58L, 60, 61, 62, 65, 66, 67, 72K, 72L, 73, 87, 94K, 94L, 97, 98, 99, 100, 105E, 105F, 105G, 105H, 105I, 105J
<b>Unit 5:</b> 120K, 120L, 108, 111, 112, 120K, 120L, 120, 123, 146K, 146L, 147, 158K, 158L, 159, 162, 168K, 168L, 170, 172, 173, 174, 175, 176, 180K, 180L, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189
<b>Unit 6:</b> 198K, 198L, 198, 204K, 204L, 204, 206, 207, 210, 216K, 216L, 233E, 233F, 233G, 233H, 233I, 233J, 242, 250K, 250L, 251

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>12. Demonstrate oral reading fluency of at least 110 words per minute in third-grade text with appropriate pacing, intonation, and expression. (ELA-1-E7)</b>
<p><b>Unit 1:</b> 14N, 14Q, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28N, 28Q, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48N, 48Q, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 64N, 64Q, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82N, 82Q, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94N, 94Q, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 111P</p> <p><b>Unit 2:</b> 114N, 114Q, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126N, 126Q, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136N, 136Q, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 148N, 148Q, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166N, 166Q, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182N, 182Q, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195P</p> <p><b>Unit 3:</b> 198N, 198Q, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216N, 216Q, 216, 217, 218, 219, 220, 221, 222, 223, 224N, 224Q, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240N, 240Q, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250N, 250Q, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260N, 260Q, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 271F</p> <p><b>Unit 4:</b> 14L, 14O, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26O, 26, 27, 28, 29, 30, 31, 32, 33, 24, 25, 26, 27, 38L, 38O, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48L, 48O, 48, 49, 50, 51, 52, 53, 54, 55, 58L, 58O, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72L, 72O, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94L, 94O, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 105P</p> <p><b>Unit 5:</b> 108O, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120O, 120, 121, 122, 123, 124, 125, 126, 127, 128O, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146O, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 158O, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168O, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180O, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195F</p> <p><b>Unit 6:</b> 198O, 198, 199, 200, 201, 202, 203, 204O, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216O, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 236O, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250O, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262O, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284O, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 295P</p>

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>13. Read texts, chapter books, and informational materials silently at independent reading level. (ELA-1-E7)</b>
<p><b>Unit 1:</b> 14D, 14E, 14F, 14G, 14H, 25, 28D, 28E, 28F, 28G, 28H, 28L, 43, 48D, 48E, 49F, 49G, 48H, 48L, 59, 64D, 64E, 64F, 64G, 64H, 64L, 82D, 82E, 82F, 82G, 82H, 82L, 91, 94D, 94E, 94F, 94G, 95H, 94L, 109</p> <p><b>Unit 2:</b> 114D, 114E, 114F, 114G, 114H, 114L, 123, 126D, 126E, 126F, 126G, 126H, 126L, 131, 136D, 136E, 136F, 136H, 136H, 136L, 143, 148D, 148E, 148F, 148G, 148H, 148L, 148N, 161, 166D, 166E, 166F, 166G, 166H, 166L, 179, 182D, 182E, 182F, 182G, 182H, 182L, 182M, 182N, 193</p> <p><b>Unit 3:</b> 198D, 198E, 198F, 1978G, 198H, 198L, 211, 216D, 216E, 216F, 216G, 216H, 216L, 221, 224 224D, 234E, 234F, 234G, 234H, 224L, 240D, 240E, 240F, 240G, 240H, 240L, 241, 247E, 250D, 250E, 250F, 250G, 250H, 250L, 257, 260D, 260E, 260F, 260G, 260H, 260L, 267</p> <p><b>Unit 4:</b> 14D, 14E, 14F, 14G, 14H, 14K, 22, 26D, 26E, 26F, 26G, 26H, 26K, 33, 38D, 38E, 38F, 38G, 38H, 38L, 45, 48D, 48E, 48F, 48G, 48H, 48L, 55, 58D, 58E, 58F, 58H, 58H, 58L, 69, 72D, 72E, 72F, 72G, 72H, 72L, 91, 94D, 94E, 94F, 94G, 94H, 94L, 103</p> <p><b>Unit 5:</b> 108D, 108E, 108F, 108G, 108H, 108L, 115, 120K, 120D, 120E, 120F, 120G, 120H, 125, 128D, 128E, 128F, 128G, 128H, 128L, 141, 146D, 146E, 146F, 146H, 146H, 146K, 153, 158D, 158E, 158F, 158G, 158H, 158L, 163, 168D, 168E, 168F, 168G, 168H, 168L, 177, 180D, 180E, 180F, 180G, 180H, 180L, 191</p> <p><b>Unit 6:</b> 198D, 198E, 198F, 198G, 198H, 198L 201, 204D, 204E, 204F, 204G, 204H, 204L, 211 216D, 216E, 216F, 216G, 216H, 216L, 231, 236D, 236E, 236F, 236G, 236H, 236K, 245, 250D, 250E, 250F, 250G, 250H, 259, 262D, 262E, 262F, 262G, 262H, 262K, 281, 284D, 284E, 284F, 284G, 284H, 284L, 293</p>



<b>Reading Essentials</b>
<b>Unit 4</b>
<b>28. Write legibly in cursive or printed form, using standard margins and demonstrating appropriate spacing of letters, words, sentences, and paragraphs. (ELA-3-E1)</b>
<b>Unit 1:</b> 27J, 45J, 61J, 81J, 93J, 111J
<b>Unit 2:</b> 125J, 133J, 145J, 163J, 181J, 195J
<b>Unit 3:</b> 213J, 223J, 237J, 249J, 259J, 269J
<b>Unit 4:</b> 25J, 35J, 47J, 55J, 71J, 93J, 105J
<b>Unit 5:</b> 117J, 127J, 143J, 155J, 165J, 179J, 193J
<b>Unit 6:</b> 203J, 213J, 233J, 247J, 261J, 283J, 295J

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>30. Capitalize the first word in direct quotations and proper adjectives (e.g., American, flag, Mexican food). (ELA-3-E2)</b>
<b>Unit 1:</b> 14N, 27F, 27G, 27H, 93H, 93I, 93J, 111H
<b>Unit 2:</b> 114N, 125J, 126N, 133J, 136N, 145J, 148N, 163E, 163F, 163G, 163H, 163J, 166N, 181, 182N, 195J
<b>Unit 3:</b> 198N, 213J, 216N, 223Jm 224N, 237J, 240N, 249J, 250N, 259J, 260N, 269J
<b>Unit 4:</b> 25H, 25I, 25J, 35J, 47H, 47I, 47J, 55H, 55I, 55J, 93J, 105H, 105I, 105J
<b>Unit 5:</b> 117J, 127J, 143J, 155F, 155G, 155H, 155J, 165F, 165G, 165H, 165J, 179F, 179G, 179H, 179J, 193F, 193G, 193H, 193J
<b>Unit 6:</b> 203J, 213J, 233F, 233G, 233H, 233J, 247F, 247G, 247H, 247I, 247J, 261J, 283F, 283G, 283H, 283I, 283J, 295F, 295G, 295H, 295J

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>32c. Write using standard English structure and usage, including: Using correct forms of possessive pronouns, singular nouns, transitional words, and prepositions. (ELA-3-E4)</b>
<b>Unit 1:</b> 45E, 45F, 45G, 45H
<b>Unit 4:</b> 55E, 55F, 55G, 55H
<b>Unit 6:</b> 213F, 213G, 213H

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>32e. Write using standard English structure and usage, including: Using first-, second-, and third-person pronouns correctly. (ELA-3-E4)</b>
<b>Unit 1:</b> 45E, 45F, 45G, 45H
<b>Unit 4:</b> 55E, 55F, 55G, 55H

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>32f. Write using standard English structure and usage, including: Selecting and using adverbs that modify according to time, place, manner, and degree. (ELA-3-E4)</b>
<b>Unit 4:</b> 93E, 93F, 93G, 93H

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>33a. Spell grade-appropriate words, including: Multisyllabic words made up of both base words and roots and common prefixes and suffixes. (ELA-3-E5)</b>
<b>Unit 1:</b> 14N, 27E, 27F, 27G, 27H, 27I, 27J, 28N, 45E, 45F, 45G, 45H, 45I, 45J, 48N, 61E, 61F, 61G, 61H, 61I, 61J, 64N, 81E, 81F, 81G, 81H, 81I, 81J, 82N, 93E, 93F, 93G, 93H, 93I, 93J, 94N, 111E, 111F, 111G, 111H, 111I, 111J
<b>Unit 2:</b> 114N, 125E, 125F, 125G, 125H, 125I, 125J, 126N, 133E, 133F, 133G, 133H, 133I, 133J, 136N, 145E, 145F, 145G, 145H, 145I, 145J, 148N, 163E, 163F, 163G, 163H, 163I, 163J, 166N, 181E, 181F, 181G, 181H, 181I, 181J, 182N, 195E, 195F, 195G, 195H, 195I, 195J
<b>Unit 3:</b> 198N, 213E, 213F, 213G, 213H, 213I, 213J, 216N, 223E, 223F, 223G, 223H, 223I, 223J, 224N, 237E, 237F, 237G, 237H, 237I, 237J, 240N, 249E, 249F, 249G, 249H, 249I, 249J, 250N, 259E, 259F, 259G, 259H, 259I, 259J, 260N, 269E, 269F, 269G, 269H, 269I, 269J
<b>Unit 4:</b> 25E, 25F, 25G, 25H, 25I, 25J, 35E, 35F, 35G, 35H, 35I, 35J, 47E, 47F, 47G, 47H, 47I, 47J, 55E, 55F, 55G, 55H, 55I, 55J, 71E, 71F, 71G, 71H, 71I, 71J, 93E, 93F, 93G, 93H, 93I, 93J, 105E, 105F, 105G, 105H, 105I, 105J
<b>Unit 5:</b> 117E, 117F, 117G, 117H, 117I, 117J, 127E, 127F, 127G, 127H, 127I, 127J, 143E, 143F, 143G, 143H, 143I, 143J, 155E, 155F, 155G, 155H, 155I, 155J, 165E, 165F, 165G, 165H, 165I, 165J, 179E, 179F, 179G, 179H, 179I, 179J, 193E, 193F, 193G, 193H, 193I, 193J
<b>Unit 6:</b> 203E, 203F, 203G, 203H, 203I, 203J, 213E, 213F, 213G, 213H, 213I, 213J, 233E, 233F, 233G, 233H, 233I, 233J, 247E, 247F, 247G, 247H, 247I, 247J, 261E, 261F, 261G, 261H, 261I, 261J, 283E, 283F, 283G, 283H, 283I, 283J, 295E, 295F, 295G, 295H, 295I, 295J

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>34. Follow common spelling generalizations, including qu-, consonant doubling, and changing –y to –i. (ELA-3-E5)</b>
<b>Unit 1:</b> 14N, 27E, 27F, 27G, 27H, 27I, 27J, 28N, 45E, 45F, 45G, 45H, 45I, 45J, 48N, 61E, 61F, 61G, 61H, 61I, 61J, 64N, 81E, 81F, 81G, 81H, 81I, 81J, 82N, 93E, 93F, 93G, 93H, 93I, 93J, 94N, 111E, 111F, 111G, 111H, 111I, 111J
<b>Unit 2:</b> 114N, 125E, 125F, 125G, 125H, 125I, 125J, 126N, 133E, 133F, 133G, 133H, 133I, 133J, 136N, 145E, 145F, 145G, 145H, 145I, 145J, 148N, 163E, 163F, 163G, 163H, 163I, 163J, 166N, 181E, 181F, 181G, 181H, 181I, 181J, 182N, 195E, 195F, 195G, 195H, 195I, 195J
<b>Unit 3:</b> 198N, 213E, 213F, 213G, 213H, 213I, 213J, 216N, 223E, 223F, 223G, 223H, 223I, 223J, 224N, 237E, 237F, 237G, 237H, 237I, 237J, 240N, 249E, 249F, 249G, 249H, 249I, 249J, 250N, 259E, 259F, 259G, 259H, 259I, 259J, 260N, 269E, 269F, 269G, 269H, 269I, 269J
<b>Unit 4:</b> 25E, 25F, 25G, 25H, 25I, 25J, 35E, 35F, 35G, 35H, 35I, 35J, 47E, 47F, 47G, 47H, 47I, 47J, 55E, 55F, 55G, 55H, 55I, 55J, 71E, 71F, 71G, 71H, 71I, 71J, 93E, 93F, 93G, 93H, 93I, 93J, 105E, 105F, 105G, 105H, 105I, 105J
<b>Unit 5:</b> 117E, 117F, 117G, 117H, 117I, 117J, 127E, 127F, 127G, 127H, 127I, 127J, 143E, 143F, 143G, 143H, 143I, 143J, 155E, 155F, 155G, 155H, 155I, 155J, 165E, 165F, 165G, 165H, 165I, 165J, 179E, 179F, 179G, 179H, 179I, 179J, 193E, 193F, 193G, 193H, 193I, 193J
<b>Unit 6:</b> 203E, 203F, 203G, 203H, 203I, 203J, 213E, 213F, 213G, 213H, 213I, 213J, 233E, 233F, 233G, 233H, 233I, 233J, 247E, 247F, 247G, 247H, 247I, 247J, 261E, 261F, 261G, 261H, 261I, 261J, 283E, 283F, 283G, 283H, 283I, 283J, 295E, 295F, 295G, 295H, 295I, 295J

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>35. Alphabetize to the third letter. (ELA-3-E5)</b>
<b>Unit 1:</b> 61D, 111D

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>36. Use a variety of resources, including online and print dictionaries and spell checkers to check spelling. (ELA-3-E5)</b>
<b>Unit 1:</b> 45D, 79E, 81G, 81H, 81I, 93D, 109F
<b>Unit 2:</b> 123F, 131E, 131F, 133D, 161F, 179F
<b>Unit 3:</b> 223D, 235F, 237C, 237D, 257F, 259D
<b>Unit 4:</b> 25D, 55C, 71D
<b>Unit 5:</b> 115F, 125E, 141F, 153E, 155D, 163F, 165D, 177F, 191F, 193D
<b>Unit 6:</b> 201F, 203D, 211F, 231F, 245D, 245E, 245F, 261D, 281F

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>37. Use clear diction and tone and adjust volume and tempo to stress important ideas when speaking. (ELA-4-E1)</b>
<b>Unit 1:</b> 45I, 93I
<b>Unit 2:</b> 123F, 133I, 148Q, 165B
<b>Unit 3:</b> 215B, 223I, 235F, 240Q, 250, 271B
<b>Unit 4:</b> 37B, 48O, 72O, 94O, 105I,
<b>Unit 5:</b> 119B, 145B, 146O, 158O, 166, 168O, 177E, 180O, 193I, 194
<b>Unit 6:</b> 211E, 213I, 215B, 231B, 236O, 249B, 250O, 262O, 283I, 284O

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>38. Give and follow precise directions and instructions. (ELA-4-E2)</b>
<b>Unit 1:</b> 14M, 14N, 28L, 28N, 48L, 48N, 64L, 64N, 82L, 82N, 94L, 94N
<b>Unit 2:</b> 114L, 114N, 126L, 126N, 136L, 136N, 148L, 148N, 166L, 166N, 182L
<b>Unit 3:</b> 198L, 198N, 216L, 216N, 224L, 224N, 240L, 240N, 250L, 250N, 260L, 260N
<b>Unit 4:</b> 14L, 26K, 38L, 48L, 58L, 72L, 93L
<b>Unit 5:</b> 108L, 120L, 128L, 146L, 158L, 168L, 180L
<b>Unit 6:</b> 204L, 216L, 236L, 250L, 262L, 284L, 295I

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>42b. Use active listening strategies, including: Giving oral responses, such as explanations or written and/or spoken texts. (ELA-4-E5)</b>
<b>Unit 1:</b> 27E, 27I, 45E, 45I, 46, 47
<b>Unit 2:</b> 133, 134, 135E, 135I, 146, 147, 164, 165, 181D, 181E, 181I
<b>Unit 3:</b> 214, 215B, 269E, 269I, 270, 271
<b>Unit 4:</b> 23E, 25I, 35A, 35I, 36, 37
<b>Unit 5:</b> 117D, 117E, 117I, 118, 119, 141C, 144, 145, 165I, 166, 167
<b>Unit 6:</b> 201F, 203C, 211F, 213A, 214, 215 231F, 233D, 248, 249, 293E, 295I

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>45a. Locate information using organizational features of a variety of resources, including: Electronic information such as pull-down menus, icons, keyword searches, passwords, and entry menu features. (ELA-5-E1)</b>
<b>Unit 1:</b> 25F, 43F, 45D, 59F, 79F, 81A, 93A, 93C, 109F, 111A, 111C
<b>Unit 2:</b> 123F, 125D, 131F, 133D, 143F, 145C, 161E, 161F, 163H, 163C, 163D, 179F, 181D
<b>Unit 3:</b> 211E, 213D, 221F, 223D, 235F, 237C, 247F, 249C, 259C, 257F, 259C, 267F, 269C
<b>Unit 4:</b> 23E, 23F, 33F, 45D, 53F, 58C, 69F, 71A, 71D, 91F, 93A, 93C, 103F, 105A, 105C
<b>Unit 5:</b> 115F, 125E, 125F, 127A, 127D, 141D, 141F, 153E, 155C, 155D, 163F, 165A, 165C, 177F, 179A, 191F, 193A, 193C
<b>Unit 6:</b> 203A, 203B, 203C, 211F, 213C, 231F, 233A, 245F, 247C, 259F, 261A, 261C, 261D, 281F, 283A, 283D, 295A, 295C, 293F, 295D, 245E, 283A

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>45d. Locate information using organizational features of a variety of resources, including: Electronic and online catalogs. (ELA-5-E1)</b>
<b>Unit 1:</b> 25F, 43F, 45D, 59F, 79F, 81A, 93A, 93C, 109F, 111A, 111C
<b>Unit 2:</b> 123F, 125D, 131F, 133D, 143F, 145C, 161E, 161F, 163H, 163C, 163D, 179F, 181D
<b>Unit 3:</b> 211E, 213D, 221F, 223D, 235F, 237C, 247F, 249C, 259C, 257F, 259C, 267F, 269C
<b>Unit 4:</b> 23E, 23F, 33F, 45D, 53F, 58C, 69F, 71A, 71D, 91F, 93A, 93C, 103F, 105A, 105C
<b>Unit 5:</b> 115F, 125E, 125F, 127A, 127D, 141D, 141F, 153E, 155C, 155D, 163F, 165A, 165C, 177F, 179A, 191F, 193A, 193C
<b>Unit 6:</b> 203A, 203B, 203C, 211F, 213C, 231F, 233A, 245F, 247C, 259F, 261A, 261C, 261D, 281F, 283A, 283D, 295A, 295C, 293F, 295D, 245E, 283A

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>46. Locate information from multiple sources, including books, periodicals, videotapes, Web sites, and CD-ROMs. (ELA-5-E2)</b>
<b>Unit 1:</b> 25F, 43F, 45D, 59F, 79F, 81A, 93A, 93C, 109F, 111A, 111C
<b>Unit 2:</b> 123F, 125D, 131F, 133D, 143F, 145C, 161E, 161F, 163H, 163C, 163D, 179F, 181D
<b>Unit 3:</b> 211E, 213D, 221F, 223D, 235F, 237C, 247F, 249C, 259C, 257F, 259C, 267F, 269C
<b>Unit 4:</b> 23E, 23F, 33F, 45D, 53F, 58C, 69F, 71A, 71D, 91F, 93A, 93C, 103F, 105A, 105C
<b>Unit 5:</b> 115F, 125E, 125F, 127A, 127D, 141D, 141F, 153E, 155C, 155D, 163F, 165A, 165C, 177F, 179A, 191F, 193A, 193C
<b>Unit 6:</b> 203A, 203B, 203C, 211F, 213C, 231F, 233A, 245F, 247C, 259F, 261A, 261C, 261D, 281F, 283A, 283D, 295A, 295C, 293F, 295D, 245E, 283A

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>47. Determine appropriateness of collected information for a specified purpose. (ELA-5-E2)</b>
<b>Unit 1:</b> 25F, 43F, 45D, 59F, 79F, 81A, 93A, 93C, 109F, 111A, 111C
<b>Unit 2:</b> 123F, 125D, 131F, 133D, 143F, 145C, 161E, 161F, 163H, 163C, 163D, 179F, 181D
<b>Unit 3:</b> 211E, 213D, 221F, 223D, 235F, 237C, 247F, 249C, 259C, 257F, 259C, 267F, 269C
<b>Unit 4:</b> 23E, 23F, 33F, 45D, 53F, 58C, 69F, 71A, 71D, 91F, 93A, 93C, 103F, 105A, 105C
<b>Unit 5:</b> 115F, 125E, 125F, 127A, 127D, 141D, 141F, 153E, 155C, 155D, 163F, 165A, 165C, 177F, 179A, 191F, 193A, 193C
<b>Unit 6:</b> 203A, 203B, 203C, 211F, 213C, 231F, 233A, 245F, 247C, 259F, 261A, 261C, 261D, 281F, 283A, 283D, 295A, 295C, 293F, 295D, 245E, 283A

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>49. Complete simple outlines with main topics and subtopics that reflect the information gathered. (ELA-5-E3)</b>
<b>Unit 1:</b> 25F, 43F, 45D, 59F, 79F, 81A, 93A, 93C, 109F, 111A, 111C
<b>Unit 2:</b> 123F, 125D, 131F, 133D, 143F, 145C, 161E, 161F, 163H, 163C, 163D, 179F, 181D
<b>Unit 3:</b> 211E, 213D, 221F, 223D, 235F, 237C, 247F, 249C, 259C, 257F, 259C, 267F, 269C
<b>Unit 4:</b> 23E, 23F, 33F, 45D, 53F, 58C, 69F, 71A, 71D, 91F, 93A, 93C, 103F, 105A, 105C
<b>Unit 5:</b> 115F, 125E, 125F, 127A, 127D, 141D, 141F, 153E, 155C, 155D, 163F, 165A, 165C, 177F, 179A, 191F, 193A, 193C
<b>Unit 6:</b> 203A, 203B, 203C, 211F, 213C, 231F, 233A, 245F, 247C, 259F, 261A, 261C, 261D, 281F, 283A, 283D, 295A, 295C, 293F, 295D, 245E, 283A

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>50. Use available electronic and print resources to draft, revise, and publish simple research reports, book reports, and other projects. (ELA-5-E4)</b>
<b>Unit 1:</b> 27E, 45E, 61E, 81E, 93E, 111E
<b>Unit 2:</b> 125E, 133E, 145E, 163E, 181E, 195E
<b>Unit 3:</b> 213E, 223E, 237E, 249E, 259E, 269E
<b>Unit 4:</b> 25E, 35E, 47E, 55E, 71E, 93E, 105E
<b>Unit 5:</b> 117E, 127E, 143E, 155E, 165E, 179E, 193E
<b>Unit 6:</b> 203E, 213E, 233E, 247E, 261E, 283E, 295E

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>52. Locate information found in graphic organizers such as timelines, charts, graphs, schedules, tables, diagrams, and maps. (ELA-5-E6)</b>
<b>Unit 1:</b> 25E, 111G, 111H, 111J
<b>Unit 2:</b> 123F, 125I, 133D, 133G, 145D, 145J, 163I, 163J, 195A, 195D, 195F, 195J
<b>Unit 3:</b> 211E, 249D
<b>Unit 4:</b> 23F, 25D, 33F, 45E, 55D, 71D, 93D, 105D
<b>Unit 5:</b> 115F, 117H, 125D, 141F, 143D, 155A, 165F
<b>Unit 6:</b> 233A, 247A, 247D, 261D, 283D

## Unit 5

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>6a. Determine meanings of unfamiliar words using a variety of strategies, including: Knowledge of common antonyms, synonyms, homonyms, and homographs. (ELA-1-E1)</b>
<b>Unit 1:</b> 28K, 48K, 111G, 111I, 111J
<b>Unit 2:</b> 114K, 125G, 125G, 125H, 125I, 125J, 126K, 145G, 145H, 145I, 145J, 148P, 181G, 195G, 195H, 195I
<b>Unit 3:</b> 198K, 260K
<b>Unit 4:</b> 14K, 26K, 72K
<b>Unit 5:</b> 108K, 120K, 127G, 127H, 127I, 127J, 146K
<b>Unit 6:</b> 203G, 203H, 203I, 203J, 204K, 213G, 213H, 213I, 213J, 216K, 233G, 295G, 295H, 295I, 295J

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>11. Connect ideas, events, and information identified in grade-appropriate texts to prior knowledge and life experiences in oral and written responses. (ELA-1-E6)</b>
<b>Unit 1:</b> 25C
<b>Unit 2:</b> 174
<b>Unit 3:</b> 210, 260O, 262, 266
<b>Unit 4:</b> 20, 26, 45C, 58M, 60, 78, 84, 88
<b>Unit 5:</b> 122, 130, 136, 158M, 166182
<b>Unit 6:</b> 266, 288

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>12. Demonstrate oral reading fluency of at least 110 words per minute in third-grade text with appropriate pacing, intonation, and expression. (ELA-1-E7)</b>
<b>Unit 1:</b> 14N, 14Q, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28N, 28Q, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48N, 48Q, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 64N, 64Q, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82N, 82Q, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94N, 94Q, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 111P
<b>Unit 2:</b> 114N, 114Q, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126N, 126Q, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136N, 136Q, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 148N, 148Q, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166N, 166Q, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182N, 182Q, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195P
<b>Unit 3:</b> 198N, 198Q, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216N, 216Q, 216, 217, 218, 219, 220, 221, 222, 223, 224N, 224Q, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240N, 240Q, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250N, 250Q, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260N, 260Q, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 271F
<b>Unit 4:</b> 14L, 14O, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26O, 26, 27, 28, 29, 30, 31, 32, 33, 34, 25, 26, 27, 38L, 38O, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48L, 48O, 48, 49, 50, 51, 52, 53, 54, 55, 58L, 58O, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72L, 72O, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94L, 94O, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 105P
<b>Unit 5:</b> 108O, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120O, 120, 121, 122, 123, 124, 125, 126, 127, 128O, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146O, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 158O, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168O, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180O, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195F
<b>Unit 6:</b> 198O, 198, 199, 200, 201, 202, 203, 204O, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216O, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 236O, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250O, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262O, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284O, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 295P

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>17c. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Making simple inferences and drawing conclusions about information in texts. (ELA-7-E1)</b>
<b>Unit 1:</b> 59E, 79D, 109
<b>Unit 2:</b> 127, 129, 131C, 131
<b>Unit 3:</b> 225, 227, 229, 231, 233, 235, 235C, 235D
<b>Unit 4:</b> 15, 17, 19, 21, 23, 53, 59, 61, 63, 91A, 95, 97, 99, 101, 103
<b>Unit 5:</b> 153, 177
<b>Unit 6:</b> 217, 219, 221, 223, 225, 227, 229, 231, 231C, 231D, 259, 285, 287, 289, 291, 293, 293C, 293D

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>25. Develop organized one- and two-paragraph compositions using description and narration. (ELA-2-E4)</b>
<b>Unit 2:</b> 114L
<b>Unit 4:</b> 69C

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>28. Write legibly in cursive or printed form, using standard margins and demonstrating appropriate spacing of letters, words, sentences, and paragraphs. (ELA-3-E1)</b>
<b>Unit 1:</b> 27J, 45J, 61J, 81J, 93J, 111J
<b>Unit 2:</b> 125J, 133J, 145J, 163J, 181J, 195J
<b>Unit 3:</b> 213J, 223J, 237J, 249J, 259J, 269J
<b>Unit 4:</b> 25J, 35J, 47J, 55J, 71J, 93J, 105J
<b>Unit 5:</b> 117J, 127J, 143J, 155J, 165J, 179J, 193J
<b>Unit 6:</b> 203J, 213J, 233J, 247J, 261J, 283J, 295J

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>30. Capitalize the first word in direct quotations and proper adjectives (e.g., American, flag, Mexican food). (ELA-3-E2)</b>
<b>Unit 1:</b> 14N, 27F, 27G, 27H, 93H, 93I, 93J, 111H
<b>Unit 2:</b> 114N, 125J, 126N, 133J, 136N, 145J, 148N, 163E, 163F, 163G, 163H, 163J, 166N, 181, 182N, 195J
<b>Unit 3:</b> 198N, 213J, 216N, 223Jm 224N, 237J, 240N, 249J, 250N, 259J, 260N, 269J
<b>Unit 4:</b> 25H, 25I, 25J, 35J, 47H, 47I, 47J, 55H, 55I, 55J, 93J, 105H, 105I, 105J
<b>Unit 5:</b> 117J, 127J, 143J, 155F, 155G, 155H, 155J, 165F, 165G, 165H, 165J, 179F, 179G, 179H, 179J, 193F, 193G, 193H, 193J
<b>Unit 6:</b> 203J, 213J, 233F, 233G, 233H, 233J, 247F, 247G, 247H, 247I, 247J, 261J, 283F, 283G, 283H, 283I, 283J, 295F, 295G, 295H, 295J



<b>Reading Essentials</b>
<b>Unit 5</b>
<b>32f. Write using standard English structure and usage, including: Selecting and using adverbs that modify according to time, place, manner, and degree. (ELA-3-E4)</b>
<b>Unit 4:</b> 93E, 93F, 93G, 93H

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>33a. Spell grade-appropriate words, including: Multisyllabic words made up of both base words and roots and common prefixes and suffixes. (ELA-3-E5)</b>
<b>Unit 1:</b> 14N, 27E, 27F, 27G, 27H, 27I, 27J, 28N, 45E, 45F, 45G, 45H, 45I, 45J, 48N, 61E, 61F, 61G, 61H, 61I, 61J, 64N, 81E, 81F, 81G, 81H, 81I, 81J, 82N, 93E, 93F, 93G, 93H, 93I, 93J, 94N, 111E, 111F, 111G, 111H, 111I, 111J
<b>Unit 2:</b> 114N, 125E, 125F, 125G, 125H, 125I, 125J, 126N, 133E, 133F, 133G, 133H, 133I, 133J, 136N, 145E, 145F, 145G, 145H, 145I, 145J, 148N, 163E, 163F, 163G, 163H, 163I, 163J, 166N, 181E, 181F, 181G, 181H, 181I, 181J, 182N, 195E, 195F, 195G, 195H, 195I, 195J
<b>Unit 3:</b> 198N, 213E, 213F, 213G, 213H, 213I, 213J, 216N, 223E, 223F, 223G, 223H, 223I, 223J, 224N, 237E, 237F, 237G, 237H, 237I, 237J, 240N, 249E, 249F, 249G, 249H, 249I, 249J, 250N, 259E, 259F, 259G, 259H, 259I, 259J, 260N, 269E, 269F, 269G, 269H, 269I, 269J
<b>Unit 4:</b> 25E, 25F, 25G, 25H, 25I, 25J, 35E, 35F, 35G, 35H, 35I, 35J, 47E, 47F, 47G, 47H, 47I, 47J, 55E, 55F, 55G, 55H, 55I, 55J, 71E, 71F, 71G, 71H, 71I, 71J, 93E, 93F, 93G, 93H, 93I, 93J, 105E, 105F, 105G, 105H, 105I, 105J
<b>Unit 5:</b> 117E, 117F, 117G, 117H, 117I, 117J, 127E, 127F, 127G, 127H, 127I, 127J, 143E, 143F, 143G, 143H, 143I, 143J, 155E, 155F, 155G, 155H, 155I, 155J, 165E, 165F, 165G, 165H, 165I, 165J, 179E, 179F, 179G, 179H, 179I, 179J, 193E, 193F, 193G, 193H, 193I, 193J
<b>Unit 6:</b> 203E, 203F, 203G, 203H, 203I, 203J, 213E, 213F, 213G, 213H, 213I, 213J, 233E, 233F, 233G, 233H, 233I, 233J, 247E, 247F, 247G, 247H, 247I, 247J, 261E, 261F, 261G, 261H, 261I, 261J, 283E, 283F, 283G, 283H, 283I, 283J, 295E, 295F, 295G, 295H, 295I, 295J

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>33b. Spell grade-appropriate words, including: Compound words. (ELA-3-E5)</b>
<b>Unit 1:</b> 14N, 27E, 27F, 27G, 27H, 27I, 27J, 28N, 45E, 45F, 45G, 45H, 45I, 45J, 48N, 61E, 61F, 61G, 61H, 61I, 61J, 64N, 81E, 81F, 81G, 81H, 81I, 81J, 82N, 93E, 93F, 93G, 93H, 93I, 93J, 94N, 111E, 111F, 111G, 111H, 111I, 111J
<b>Unit 2:</b> 114N, 125E, 125F, 125G, 125H, 125I, 125J, 126N, 133E, 133F, 133G, 133H, 133I, 133J, 136N, 145E, 145F, 145G, 145H, 145I, 145J, 148N, 163E, 163F, 163G, 163H, 163I, 163J, 166N, 181E, 181F, 181G, 181H, 181I, 181J, 182N, 195E, 195F, 195G, 195H, 195I, 195J
<b>Unit 3:</b> 198N, 213E, 213F, 213G, 213H, 213I, 213J, 216N, 223E, 223F, 223G, 223H, 223I, 223J, 224N, 237E, 237F, 237G, 237H, 237I, 237J, 240N, 249E, 249F, 249G, 249H, 249I, 249J, 250N, 259E, 259F, 259G, 259H, 259I, 259J, 260N, 269E, 269F, 269G, 269H, 269I, 269J
<b>Unit 4:</b> 25E, 25F, 25G, 25H, 25I, 25J, 35E, 35F, 35G, 35H, 35I, 35J, 47E, 47F, 47G, 47H, 47I, 47J, 55E, 55F, 55G, 55H, 55I, 55J, 71E, 71F, 71G, 71H, 71I, 71J, 93E, 93F, 93G, 93H, 93I, 93J, 105E, 105F, 105G, 105H, 105I, 105J
<b>Unit 5:</b> 117E, 117F, 117G, 117H, 117I, 117J, 127E, 127F, 127G, 127H, 127I, 127J, 143E, 143F, 143G, 143H, 143I, 143J, 155E, 155F, 155G, 155H, 155I, 155J, 165E, 165F, 165G, 165H, 165I, 165J, 179E, 179F, 179G, 179H, 179I, 179J, 193E, 193F, 193G, 193H, 193I, 193J
<b>Unit 6:</b> 203E, 203F, 203G, 203H, 203I, 203J, 213E, 213F, 213G, 213H, 213I, 213J, 233E, 233F, 233G, 233H, 233I, 233J, 247E, 247F, 247G, 247H, 247I, 247J, 261E, 261F, 261G, 261H, 261I, 261J, 283E, 283F, 283G, 283H, 283I, 283J, 295E, 295F, 295G, 295H, 295I, 295J

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>33c. Spell grade-appropriate words, including: Common homophones. (ELA-3-E5)</b>
<b>Unit 1:</b> 14N, 27E, 27F, 27G, 27H, 27I, 27J, 28N, 45E, 45F, 45G, 45H, 45I, 45J, 48N, 61E, 61F, 61G, 61H, 61I, 61J, 64N, 81E, 81F, 81G, 81H, 81I, 81J, 82N, 93E, 93F, 93G, 93H, 93I, 93J, 94N, 111E, 111F, 111G, 111H, 111I, 111J
<b>Unit 2:</b> 114N, 125E, 125F, 125G, 125H, 125I, 125J, 126N, 133E, 133F, 133G, 133H, 133I, 133J, 136N, 145E, 145F, 145G, 145H, 145I, 145J, 148N, 163E, 163F, 163G, 163H, 163I, 163J, 166N, 181E, 181F, 181G, 181H, 181I, 181J, 182N, 195E, 195F, 195G, 195H, 195I, 195J
<b>Unit 3:</b> 198N, 213E, 213F, 213G, 213H, 213I, 213J, 216N, 223E, 223F, 223G, 223H, 223I, 223J, 224N, 237E, 237F, 237G, 237H, 237I, 237J, 240N, 249E, 249F, 249G, 249H, 249I, 249J, 250N, 259E, 259F, 259G, 259H, 259I, 259J, 260N, 269E, 269F, 269G, 269H, 269I, 269J
<b>Unit 4:</b> 25E, 25F, 25G, 25H, 25I, 25J, 35E, 35F, 35G, 35H, 35I, 35J, 47E, 47F, 47G, 47H, 47I, 47J, 55E, 55F, 55G, 55H, 55I, 55J, 71E, 71F, 71G, 71H, 71I, 71J, 93E, 93F, 93G, 93H, 93I, 93J, 105E, 105F, 105G, 105H, 105I, 105J
<b>Unit 5:</b> 117E, 117F, 117G, 117H, 117I, 117J, 127E, 127F, 127G, 127H, 127I, 127J, 143E, 143F, 143G, 143H, 143I, 143J, 155E, 155F, 155G, 155H, 155I, 155J, 165E, 165F, 165G, 165H, 165I, 165J, 179E, 179F, 179G, 179H, 179I, 179J, 193E, 193F, 193G, 193H, 193I, 193J
<b>Unit 6:</b> 203E, 203F, 203G, 203H, 203I, 203J, 213E, 213F, 213G, 213H, 213I, 213J, 233E, 233F, 233G, 233H, 233I, 233J, 247E, 247F, 247G, 247H, 247I, 247J, 261E, 261F, 261G, 261H, 261I, 261J, 283E, 283F, 283G, 283H, 283I, 283J, 295E, 295F, 295G, 295H, 295I, 295J

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>34. Follow common spelling generalizations, including qu-, consonant doubling, and changing –y to –i. (ELA-3-E5)</b>
<b>Unit 1:</b> 14N, 27E, 27F, 27G, 27H, 27I, 27J, 28N, 45E, 45F, 45G, 45H, 45I, 45J, 48N, 61E, 61F, 61G, 61H, 61I, 61J, 64N, 81E, 81F, 81G, 81H, 81I, 81J, 82N, 93E, 93F, 93G, 93H, 93I, 93J, 94N, 111E, 111F, 111G, 111H, 111I, 111J
<b>Unit 2:</b> 114N, 125E, 125F, 125G, 125H, 125I, 125J, 126N, 133E, 133F, 133G, 133H, 133I, 133J, 136N, 145E, 145F, 145G, 145H, 145I, 145J, 148N, 163E, 163F, 163G, 163H, 163I, 163J, 166N, 181E, 181F, 181G, 181H, 181I, 181J, 182N, 195E, 195F, 195G, 195H, 195I, 195J
<b>Unit 3:</b> 198N, 213E, 213F, 213G, 213H, 213I, 213J, 216N, 223E, 223F, 223G, 223H, 223I, 223J, 224N, 237E, 237F, 237G, 237H, 237I, 237J, 240N, 249E, 249F, 249G, 249H, 249I, 249J, 250N, 259E, 259F, 259G, 259H, 259I, 259J, 260N, 269E, 269F, 269G, 269H, 269I, 269J
<b>Unit 4:</b> 25E, 25F, 25G, 25H, 25I, 25J, 35E, 35F, 35G, 35H, 35I, 35J, 47E, 47F, 47G, 47H, 47I, 47J, 55E, 55F, 55G, 55H, 55I, 55J, 71E, 71F, 71G, 71H, 71I, 71J, 93E, 93F, 93G, 93H, 93I, 93J, 105E, 105F, 105G, 105H, 105I, 105J
<b>Unit 5:</b> 117E, 117F, 117G, 117H, 117I, 117J, 127E, 127F, 127G, 127H, 127I, 127J, 143E, 143F, 143G, 143H, 143I, 143J, 155E, 155F, 155G, 155H, 155I, 155J, 165E, 165F, 165G, 165H, 165I, 165J, 179E, 179F, 179G, 179H, 179I, 179J, 193E, 193F, 193G, 193H, 193I, 193J
<b>Unit 6:</b> 203E, 203F, 203G, 203H, 203I, 203J, 213E, 213F, 213G, 213H, 213I, 213J, 233E, 233F, 233G, 233H, 233I, 233J, 247E, 247F, 247G, 247H, 247I, 247J, 261E, 261F, 261G, 261H, 261I, 261J, 283E, 283F, 283G, 283H, 283I, 283J, 295E, 295F, 295G, 295H, 295I, 295J

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>35. Alphabetize to the third letter. (ELA-3-E5)</b>
<b>Unit 1:</b> 61D, 111D

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>37. Use clear diction and tone and adjust volume and tempo to stress important ideas when speaking. (ELA-4-E1)</b>
<b>Unit 1:</b> 45I, 93I  <b>Unit 2:</b> 123F, 133I, 148Q, 165B  <b>Unit 3:</b> 215B, 223I, 235F, 240Q, 250, 271B  <b>Unit 4:</b> 37B, 48O, 72O, 94O, 105I,  <b>Unit 5:</b> 119B, 145B, 146O, 158O, 166, 168O, 177E, 180O, 193I, 194  <b>Unit 6:</b> 211E, 213I, 215B, 231B, 236O, 249B, 250O, 262O, 283I, 284O

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>42b. Use active listening strategies, including: Giving oral responses, such as explanations or written and/or spoken texts. (ELA-4-E5)</b>
<b>Unit 1:</b> 27E, 27I, 45E, 45I, 46, 47  <b>Unit 2:</b> 133, 134, 135E, 135I, 146, 147, 164, 165, 181D, 181E, 181I  <b>Unit 3:</b> 214, 215B, 269E, 269I, 270, 271  <b>Unit 4:</b> 23E, 25I, 35A, 35I, 36, 37  <b>Unit 5:</b> 117D, 117E, 117I, 118, 119, 141C, 144, 145, 165I, 166, 167  <b>Unit 6:</b> 201F, 203C, 211F, 213A, 214, 215 231F, 233D, 248, 249, 293E, 295I

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>45a. Locate information using organizational features of a variety of resources, including: Electronic information such as pull-down menus, icons, keyword searches, passwords, and entry menu features. (ELA-5-E1)</b>
<b>Unit 1:</b> 25F, 43F, 45D, 59F, 79F, 81A, 93A, 93C, 109F, 111A, 111C  <b>Unit 2:</b> 123F, 125D, 131F, 133D, 143F, 145C, 161E, 161F, 163H, 163C, 163D, 179F, 181D  <b>Unit 3:</b> 211E, 213D, 221F, 223D, 235F, 237C, 247F, 249C, 259C, 257F, 259C, 267F, 269C  <b>Unit 4:</b> 23E, 23F, 33F, 45D, 53F, 58C, 69F, 71A, 71D, 91F, 93A, 93C, 103F, 105A, 105C  <b>Unit 5:</b> 115F, 125E, 125F, 127A, 127D, 141D, 141F, 153E, 155C, 155D, 163F, 165A, 165C, 177F, 179A, 191F, 193A, 193C  <b>Unit 6:</b> 203A, 203B, 203C, 211F, 213C, 231F, 233A, 245F, 247C, 259F, 261A, 261C, 261D, 281F, 283A, 283D, 295A, 295C, 293F, 295D, 245E, 283A

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>46. Locate information from multiple sources, including books, periodicals, videotapes, Web sites, and CD-ROMs. (ELA-5-E2)</b>
<b>Unit 1:</b> 25F, 43F, 45D, 59F, 79F, 81A, 93A, 93C, 109F, 111A, 111C <b>Unit 2:</b> 123F, 125D, 131F, 133D, 143F, 145C, 161E, 161F, 163H, 163C, 163D, 179F, 181D <b>Unit 3:</b> 211E, 213D, 221F, 223D, 235F, 237C, 247F, 249C, 259C, 257F, 259C, 267F, 269C <b>Unit 4:</b> 23E, 23F, 33F, 45D, 53F, 58C, 69F, 71A, 71D, 91F, 93A, 93C, 103F, 105A, 105C <b>Unit 5:</b> 115F, 125E, 125F, 127A, 127D, 141D, 141F, 153E, 155C, 155D, 163F, 165A, 165C, 177F, 179A, 191F, 193A, 193C <b>Unit 6:</b> 203A, 203B, 203C, 211F, 213C, 231F, 233A, 245F, 247C, 259F, 261A, 261C, 261D, 281F, 283A, 283D, 295A, 295C, 293F, 295D, 245E, 283A

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>47. Determine appropriateness of collected information for a specified purpose. (ELA-5-E2)</b>
<b>Unit 1:</b> 25F, 43F, 45D, 59F, 79F, 81A, 93A, 93C, 109F, 111A, 111C <b>Unit 2:</b> 123F, 125D, 131F, 133D, 143F, 145C, 161E, 161F, 163H, 163C, 163D, 179F, 181D <b>Unit 3:</b> 211E, 213D, 221F, 223D, 235F, 237C, 247F, 249C, 259C, 257F, 259C, 267F, 269C <b>Unit 4:</b> 23E, 23F, 33F, 45D, 53F, 58C, 69F, 71A, 71D, 91F, 93A, 93C, 103F, 105A, 105C <b>Unit 5:</b> 115F, 125E, 125F, 127A, 127D, 141D, 141F, 153E, 155C, 155D, 163F, 165A, 165C, 177F, 179A, 191F, 193A, 193C <b>Unit 6:</b> 203A, 203B, 203C, 211F, 213C, 231F, 233A, 245F, 247C, 259F, 261A, 261C, 261D, 281F, 283A, 283D, 295A, 295C, 293F, 295D, 245E, 283A

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>50. Use available electronic and print resources to draft, revise, and publish simple research reports, book reports, and other projects. (ELA-5-E4)</b>
<b>Unit 1:</b> 27E, 45E, 61E, 81E, 93E, 111E <b>Unit 2:</b> 125E, 133E, 145E, 163E, 181E, 195E <b>Unit 3:</b> 213E, 223E, 237E, 249E, 259E, 269E <b>Unit 4:</b> 25E, 35E, 47E, 55E, 71E, 93E, 105E <b>Unit 5:</b> 117E, 127E, 143E, 155E, 165E, 179E, 193E <b>Unit 6:</b> 203E, 213E, 233E, 247E, 261E, 283E, 295E

## Unit 6

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>1. Decode words using knowledge of base words, root words, and common prefixes and suffixes. (ELA-1-E1)</b>
<p><b>Unit 1:</b> 14K, 14L, 14, 16, 17, 48K, 48L, 57, 94K, 94L, 99</p> <p><b>Unit 2:</b> 114K, 114L, 118, 121, 126K, 126L, 128, 166K, 166L, 166, 167, 168, 171, 173, 174, 176, 177, 182K, 182L, 183, 184, 187, 189, 191</p> <p><b>Unit 3:</b> 216K, 216L, 216, 217, 224K, 224L, 224M, 224N, 224, 226, 227, 230, 232, 240K, 240L, 240M, 240N, 241, 242, 244, 250K, 250L, 251, 252, 253, 254, 255, 256</p> <p><b>Unit 4:</b> 14K, 14L, 15, 18, 20, 21, 22, 26K, 26L, 29, 30, 31, 38K, 38L, 38, 48K, 48L, 48, 49, 51, 52, 55E, 55F, 55G, 55H, 55I, 55J, 58K, 58L, 60, 61, 62, 65, 66, 67, 72K, 72L, 73, 87, 94K, 94L, 97, 98, 99, 100, 105E, 105F, 105G, 105H, 105I, 105J</p> <p><b>Unit 5:</b> 120K, 120L, 108, 111, 112, 120K, 120L, 120, 123, 146K, 146L, 147, 158K, 158L, 159, 162, 168K, 168L, 170, 172, 173, 174, 175, 176, 180K, 180L, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189</p> <p><b>Unit 6:</b> 198K, 198L, 198, 204K, 204L, 204, 206, 207, 210, 216K, 216L, 233E, 233F, 233G, 233H, 233I, 233J, 242, 250K, 250L, 251,</p>

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>2. Decode similar words (e.g., supper vs. super) using knowledge of basic syllabication rules. (ELA-1-E1)</b>
<p><b>Unit 1:</b> 14L, 14M, 14Q, 28K, 28M, 28N, 28Q, 48K, 48M, 48P, 64K, 64M, 64P, 82K, 82M, 82N, 82P, 94K, 94M, 94P</p> <p><b>Unit 2:</b> 114K, 114M, 114P, 126KM, 126M, 126P, 136K, 136M, 136P, 148K, 148M, 148P, 166K, 166M, 166P, 182K, 182M, 182P</p> <p><b>Unit 3:</b> 198K, 198M, 198P, 216K, 216M, 216P, 224K, 224M, 224P, 240K, 240M, 240P, 250K, 250M, 250P, 260K, 260M, 260P</p> <p><b>Unit 4:</b> 14K, 14N, 26K, 26N, 38K, 38N, 48K, 48N, 58K, 58N, 72K, 72N, 94K, 94N</p> <p><b>Unit 5:</b> 108K, 108N, 120K, 120N, 128K, 128N, 146K, 146N, 158K, 158N, 168K, 168N, 180K, 180N</p> <p><b>Unit 6:</b> 198K, 198N, 204K, 204N, 216K, 216N, 236K, 236L, 236N, 250K, 250N, 262K, 262N, 284K, 284N</p>

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>3. Identify and explain words with multiple meanings using contextual clues. (ELA-1-E1)</b>
<p><b>Unit 1:</b> 14P, 27G, 271I, 28P, 45G, 45H, 45J, 48P, 82P, 91B, 94P, 109B</p> <p><b>Unit 2:</b> 114P, 114Q, 126P, 136P, 148P, 161B, 163G, 163H, 163I, 163J, 166P, 179B, 182P, 193B</p> <p><b>Unit 3:</b> 198P, 211B, 216P, 224P, 237I, 240P, 247B, 249G, 249H, 249I, 250P, 259G, 259H, 259I, 260P, 269H, 269I</p> <p><b>Unit 4:</b> 14N, 26N, 38N, 45B, 47G, 47H, 47I, 48N, 53B, 58N, 69B, 69C, 72N, 93H, 94N, 105G, 105H</p> <p><b>Unit 5:</b> 108N, 120N, 125B, 127G, 127H, 127I, 128N, 146N, 153B, 155G, 155H, 155I, 158N, 163B, 165G, 165H, 165I, 168N, 177B, 180N, 191B, 193I</p> <p><b>Unit 6:</b> 198N, 204N, 211B, 216N, 236N, 245B, 247G, 247I, 250N, 259B, 262N, 281B, 283G, 283H, 283I, 283J, 284N, 293B, 295H</p>

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>5. Use reference aids such as dictionaries, thesauruses, synonyms finders, and reference software to determine word meanings, word choices, and pronunciations. (ELA-1-E1)</b>
<b>Unit 2:</b> 133H, 133I, 145I, 163I, 181H, 181I, 193B
<b>Unit 3:</b> 237D, 249G, 250P, 259D, 259G, 269G, 269H
<b>Unit 4:</b> 69B, 71G, 71H, 71I, 93H, 93I, 105H
<b>Unit 5:</b> 117G, 117H, 117I, 125E, 127H, 143G, 143H, 155G, 155I, 163B, 165G, 165H, 180N, 193D, 193I
<b>Unit 6:</b> 203G, 233H, 233I, 247H, 250N, 283G, 283I, 284N

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>11. Connect ideas, events, and information identified in grade-appropriate texts to prior knowledge and life experiences in oral and written responses. (ELA-1-E6)</b>
<b>Unit 1:</b> 25C
<b>Unit 2:</b> 174
<b>Unit 3:</b> 210, 260O, 262, 266
<b>Unit 4:</b> 20, 26, 45C, 58M, 60, 78, 84, 88
<b>Unit 5:</b> 122, 130, 136, 158M, 166182
<b>Unit 6:</b> 266, 288

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>12. Demonstrate oral reading fluency of at least 110 words per minute in third-grade text with appropriate pacing, intonation, and expression. (ELA-1-E7)</b>
<p><b>Unit 1:</b> 14N, 14Q, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28N, 28Q, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48N, 48Q, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 64N, 64Q, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82N, 82Q, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94N, 94Q, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 111P</p> <p><b>Unit 2:</b> 114N, 114Q, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126N, 126Q, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136N, 136Q, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 148N, 148Q, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166N, 166Q, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182N, 182Q, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195P</p> <p><b>Unit 3:</b> 198N, 198Q, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216N, 216Q, 216, 217, 218, 219, 220, 221, 222, 223, 224N, 224Q, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240N, 240Q, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250N, 250Q, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260N, 260Q, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 271F</p> <p><b>Unit 4:</b> 14L, 14O, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26O, 26, 27, 28, 29, 30, 31, 32, 33, 24, 25, 26, 27, 38L, 38O, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48L, 48O, 48, 49, 50, 51, 52, 53, 54, 55, 58L, 58O, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72L, 72O, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94L, 94O, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 105P</p> <p><b>Unit 5:</b> 108O, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120O, 120, 121, 122, 123, 124, 125, 126, 127, 128O, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146O, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 158O, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168O, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180O, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195F</p> <p><b>Unit 6:</b> 198O, 198, 199, 200, 201, 202, 203, 204O, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216O, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 236O, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250O, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262O, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284O, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 295P</p>

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>21b. Apply basic reasoning skills, including: Skimming and scanning texts to locate specific information. (ELA-7-E4)</b>
<p><b>Unit 1:</b> 14N, 14Q, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28N, 28Q, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48N, 48Q, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 64N, 64Q, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82N, 82Q, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94N, 94Q, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 111P</p> <p><b>Unit 2:</b> 114N, 114Q, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126N, 126Q, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136N, 136Q, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 148N, 148Q, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166N, 166Q, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182N, 182Q, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195P</p> <p><b>Unit 3:</b> 198N, 198Q, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216N, 216Q, 216, 217, 218, 219, 220, 221, 222, 223, 224N, 224Q, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240N, 240Q, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250N, 250Q, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260N, 260Q, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 271F</p> <p><b>Unit 4:</b> 14L, 14O, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26O, 26, 27, 28, 29, 30, 31, 32, 33, 24, 25, 26, 27, 38L, 38O, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48L, 48O, 48, 49, 50, 51, 52, 53, 54, 55, 58L, 58O, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72L, 72O, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94L, 94O, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 105P</p> <p><b>Unit 5:</b> 108O, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120O, 120, 121, 122, 123, 124, 125, 126, 127, 128O, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146O, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 158O, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168O, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180O, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 195F</p> <p><b>Unit 6:</b> 198O, 198, 199, 200, 201, 202, 203, 204O, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216O, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 236O, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250O, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262O, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284O, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 295P</p>

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>27a. Write for various purposes, including: Informal letters using appropriate letter format. (ELA-2-E6)</b>
<p><b>Unit 2:</b> 131C, 135A, 161D</p> <p><b>Unit 3:</b> 213H, 237H, 267E, 269H</p> <p><b>Unit 4:</b> 25F, 25G, 25H, 47G, 47H, 71H</p> <p><b>Unit 5:</b> 117G, 117H, 127F, 127G, 127H, 127I, 127J, 143F, 143G, 143H, 143I, 143J, 155G, 165F, 165G, 165H, 165I, 165J, 167A, 179F, 179G, 179H, 179I, 179J, 193G, 193G, 193H, 193I, 193J, 195A</p> <p><b>Unit 6:</b> 201C, 213F, 213G, 213H, 213I, 213J, 233F, 233G, 233H, 233I, 233J, 283F, 283G, 283H, 283I, 283J, 295F, 295G, 295H, 295I, 295J</p>



<b>Reading Essentials</b>
<b>Unit 6</b>
<b>28. Write legibly in cursive or printed form, using standard margins and demonstrating appropriate spacing of letters, words, sentences, and paragraphs. (ELA-3-E1)</b>
<b>Unit 1:</b> 27J, 45J, 61J, 81J, 93J, 111J
<b>Unit 2:</b> 125J, 133J, 145J, 163J, 181J, 195J
<b>Unit 3:</b> 213J, 223J, 237J, 249J, 259J, 269J
<b>Unit 4:</b> 25J, 35J, 47J, 55J, 71J, 93J, 105J
<b>Unit 5:</b> 117J, 127J, 143J, 155J, 165J, 179J, 193J
<b>Unit 6:</b> 203J, 213J, 233J, 247J, 261J, 283J, 295J

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>29a. Use standard English punctuation, including: Commas to separate parts of addresses. (ELA-3-E2)</b>
<b>Unit 2:</b> 125F, 125G, 125H, 125I, 125J, 133F, 133G, 133H, 195F, 195G, 195H
<b>Unit 4:</b> 25h, 25I, 25J, 47H, 47I, 47J
<b>Unit 5:</b> 117G, 117H, 143F, 143G, 143H, 143J, 193F, 193G
<b>Unit 6:</b> 203F, 203G, 203H, 203J, 247F, 247G, 247H, 247I, 247J, 283F, 283G, 283H, 283I, 283J, 295F, 295G, 295H

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>29b. Use standard English punctuation, including: Commas to separate parts of addresses. (ELA-3-E2)</b>
<b>Unit 2:</b> 125F, 125G, 125H, 125I, 125J, 133F, 133G, 133H, 195F, 195G, 195H
<b>Unit 4:</b> 25h, 25I, 25J, 47H, 47I, 47J
<b>Unit 5:</b> 117G, 117H, 143F, 143G, 143H, 143J, 193F, 193G
<b>Unit 6:</b> 203F, 203G, 203H, 203J, 247F, 247G, 247H, 247I, 247J, 283F, 283G, 283H, 283I, 283J, 295F, 295G, 295H

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>30. Capitalize the first word in direct quotations and proper adjectives (e.g., American, flag, Mexican food). (ELA-3-E2)</b>
<b>Unit 1:</b> 14N, 27F, 27G, 27H, 93H, 93I, 93J, 111H
<b>Unit 2:</b> 114N, 125J, 126N, 133J, 136N, 145J, 148N, 163E, 163F, 163G, 163H, 163J, 166N, 181, 182N, 195J
<b>Unit 3:</b> 198N, 213J, 216N, 223Jm 224N, 237J, 240N, 249J, 250N, 259J, 260N, 269J
<b>Unit 4:</b> 25H, 25I, 25J, 35J, 47H, 47I, 47J, 55H, 55I, 55J, 93J, 105H, 105I, 105J
<b>Unit 5:</b> 117J, 127J, 143J, 155F, 155G, 155H, 155J, 165F, 165G, 165H, 165J, 179F, 179G, 179H, 179J, 193F, 193G, 193H, 193J
<b>Unit 6:</b> 203J, 213J, 233F, 233G, 233H, 233J, 247F, 247G, 247H, 247I, 247J, 261J, 283F, 283G, 283H, 283I, 283J, 295F, 295G, 295H, 295J

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>31a. Write using standard English structure and usage, including: Avoiding run-on sentences. (ELA-3-E3)</b>
<b>Unit 1:</b> 93F, 93G, 93H, 111F, 111G, 111H

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>31b. Write using standard English structure and usage, including: Using verbs in the future tense. (ELA-3-E3)</b>
<b>Unit 1:</b> 61E, 61F, 61G, 61H, 64K, 64L, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 81E, 81F, 81G, 81H, 111F, 111G, 111H
<b>Unit 3:</b> 237E, 237F, 237G, 237H, 269G, 269H
<b>Unit 4:</b> 71F, 71G, 71H, 105F, 105G, 105H
<b>Unit 6:</b> 233F, 261F, 261G, 261H

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>31c. Write using standard English structure and usage, including: Making subjects and verbs agree in sentences with simple and compound subjects and predicates. (ELA-3-E3)</b>
<b>Unit 1:</b> 61F, 61G, 61H, 81F, 81G, 81H, 81I, 111F, 111G, 111H
<b>Unit 3:</b> 237F, 237G, 237H, 269F, 269G, 269H
<b>Unit 4:</b> 35F, 35G, 35H, 105F, 105G, 105H
<b>Unit 5:</b> 117F, 117G, 117H, 193F, 193G, 193H
<b>Unit 6:</b> 233F, 233G, 233H, 261F, 261G, 261H, 283F, 283G, 283H, 295F, 295G, 295H

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>32c. Write using standard English structure and usage, including: Using correct forms of possessive pronouns, singular nouns, transitional words, and prepositions. (ELA-3-E4)</b>
<b>Unit 1:</b> 45E, 45F, 45G, 45H
<b>Unit 4:</b> 55E, 55F, 55G, 55H
<b>Unit 6:</b> 213F, 213G, 213H

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>32e. Write using standard English structure and usage, including: Using first-, second-, and third-person pronouns correctly. (ELA-3-E4)</b>
<b>Unit 1:</b> 45E, 45F, 45G, 45H
<b>Unit 4:</b> 55E, 55F, 55G, 55H

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>32f. Write using standard English structure and usage, including: Selecting and using adverbs that modify according to time, place, manner, and degree. (ELA-3-E4)</b>
<b>Unit 4:</b> 93E, 93F, 93G, 93H

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>32g. Write using standard English structure and usage, including: Identify and using irregular verb tenses. (ELA-3-E4)</b>
<b>Unit 1:</b> 61E, 61F, 61G, 61H, 64K, 64L, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 81E, 81F, 81G, 81H, 111F, 111G, 111H
<b>Unit 3:</b> 237E, 237F, 237G, 237H, 269G, 269H
<b>Unit 4:</b> 71F, 71G, 71H, 105F, 105G, 105H
<b>Unit 6:</b> 233F, 261F, 261G, 261H

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>33a. Spell grade-appropriate words, including: Multisyllabic words made up of both base words and roots and common prefixes and suffixes. (ELA-3-E5)</b>
<b>Unit 1:</b> 14N, 27E, 27F, 27G, 27H, 27I, 27J, 28N, 45E, 45F, 45G, 45H, 45I, 45J, 48N, 61E, 61F, 61G, 61H, 61I, 61J, 64N, 81E, 81F, 81G, 81H, 81I, 81J, 82N, 93E, 93F, 93G, 93H, 93I, 93J, 94N, 111E, 111F, 111G, 111H, 111I, 111J
<b>Unit 2:</b> 114N, 125E, 125F, 125G, 125H, 125I, 125J, 126N, 133E, 133F, 133G, 133H, 133I, 133J, 136N, 145E, 145F, 145G, 145H, 145I, 145J, 148N, 163E, 163F, 163G, 163H, 163I, 163J, 166N, 181E, 181F, 181G, 181H, 181I, 181J, 182N, 195E, 195F, 195G, 195H, 195I, 195J
<b>Unit 3:</b> 198N, 213E, 213F, 213G, 213H, 213I, 213J, 216N, 223E, 223F, 223G, 223H, 223I, 223J, 224N, 237E, 237F, 237G, 237H, 237I, 237J, 240N, 249E, 249F, 249G, 249H, 249I, 249J, 250N, 259E, 259F, 259G, 259H, 259I, 259J, 260N, 269E, 269F, 269G, 269H, 269I, 269J
<b>Unit 4:</b> 25E, 25F, 25G, 25H, 25I, 25J, 35E, 35F, 35G, 35H, 35I, 35J, 47E, 47F, 47G, 47H, 47I, 47J, 55E, 55F, 55G, 55H, 55I, 55J, 71E, 71F, 71G, 71H, 71I, 71J, 93E, 93F, 93G, 93H, 93I, 93J, 105E, 105F, 105G, 105H, 105I, 105J
<b>Unit 5:</b> 117E, 117F, 117G, 117H, 117I, 117J, 127E, 127F, 127G, 127H, 127I, 127J, 143E, 143F, 143G, 143H, 143I, 143J, 155E, 155F, 155G, 155H, 155I, 155J, 165E, 165F, 165G, 165H, 165I, 165J, 179E, 179F, 179G, 179H, 179I, 179J, 193E, 193F, 193G, 193H, 193I, 193J
<b>Unit 6:</b> 203E, 203F, 203G, 203H, 203I, 203J, 213E, 213F, 213G, 213H, 213I, 213J, 233E, 233F, 233G, 233H, 233I, 233J, 247E, 247F, 247G, 247H, 247I, 247J, 261E, 261F, 261G, 261H, 261I, 261J, 283E, 283F, 283G, 283H, 283I, 283J, 295E, 295F, 295G, 295H, 295I, 295J

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>33b. Spell grade-appropriate words, including: Compound words. (ELA-3-E5)</b>
<p><b>Unit 1:</b> 14N, 27E, 27F, 27G, 27H, 27I, 27J, 28N, 45E, 45F, 45G, 45H, 45I, 45J, 48N, 61E, 61F, 61G, 61H, 61I, 61J, 64N, 81E, 81F, 81G, 81H, 81I, 81J, 82N, 93E, 93F, 93G, 93H, 93I, 93J, 94N, 111E, 111F, 111G, 111H, 111I, 111J</p> <p><b>Unit 2:</b> 114N, 125E, 125F, 125G, 125H, 125I, 125J, 126N, 133E, 133F, 133G, 133H, 133I, 133J, 136N, 145E, 145F, 145G, 145H, 145I, 145J, 148N, 163E, 163F, 163G, 163H, 163I, 163J, 166N, 181E, 181F, 181G, 181H, 181I, 181J, 182N, 195E, 195F, 195G, 195H, 195I, 195J</p> <p><b>Unit 3:</b> 198N, 213E, 213F, 213G, 213H, 213I, 213J, 216N, 223E, 223F, 223G, 223H, 223I, 223J, 224N, 237E, 237F, 237G, 237H, 237I, 237J, 240N, 249E, 249F, 249G, 249H, 249I, 249J, 250N, 259E, 259F, 259G, 259H, 259I, 259J, 260N, 269E, 269F, 269G, 269H, 269I, 269J</p> <p><b>Unit 4:</b> 25E, 25F, 25G, 25H, 25I, 25J, 35E, 35F, 35G, 35H, 35I, 35J, 47E, 47F, 47G, 47H, 47I, 47J, 55E, 55F, 55G, 55H, 55I, 55J, 71E, 71F, 71G, 71H, 71I, 71J, 93E, 93F, 93G, 93H, 93I, 93J, 105E, 105F, 105G, 105H, 105I, 105J</p> <p><b>Unit 5:</b> 117E, 117F, 117G, 117H, 117I, 117J, 127E, 127F, 127G, 127H, 127I, 127J, 143E, 143F, 143G, 143H, 143I, 143J, 155E, 155F, 155G, 155H, 155I, 155J, 165E, 165F, 165G, 165H, 165I, 165J, 179E, 179F, 179G, 179H, 179I, 179J, 193E, 193F, 193G, 193H, 193I, 193J</p> <p><b>Unit 6:</b> 203E, 203F, 203G, 203H, 203I, 203J, 213E, 213F, 213G, 213H, 213I, 213J, 233E, 233F, 233G, 233H, 233I, 233J, 247E, 247F, 247G, 247H, 247I, 247J, 261E, 261F, 261G, 261H, 261I, 261J, 283E, 283F, 283G, 283H, 283I, 283J, 295E, 295F, 295G, 295H, 295I, 295J</p>

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>33c. Spell grade-appropriate words, including: Common homophones. (ELA-3-E5)</b>
<p><b>Unit 1:</b> 14N, 27E, 27F, 27G, 27H, 27I, 27J, 28N, 45E, 45F, 45G, 45H, 45I, 45J, 48N, 61E, 61F, 61G, 61H, 61I, 61J, 64N, 81E, 81F, 81G, 81H, 81I, 81J, 82N, 93E, 93F, 93G, 93H, 93I, 93J, 94N, 111E, 111F, 111G, 111H, 111I, 111J</p> <p><b>Unit 2:</b> 114N, 125E, 125F, 125G, 125H, 125I, 125J, 126N, 133E, 133F, 133G, 133H, 133I, 133J, 136N, 145E, 145F, 145G, 145H, 145I, 145J, 148N, 163E, 163F, 163G, 163H, 163I, 163J, 166N, 181E, 181F, 181G, 181H, 181I, 181J, 182N, 195E, 195F, 195G, 195H, 195I, 195J</p> <p><b>Unit 3:</b> 198N, 213E, 213F, 213G, 213H, 213I, 213J, 216N, 223E, 223F, 223G, 223H, 223I, 223J, 224N, 237E, 237F, 237G, 237H, 237I, 237J, 240N, 249E, 249F, 249G, 249H, 249I, 249J, 250N, 259E, 259F, 259G, 259H, 259I, 259J, 260N, 269E, 269F, 269G, 269H, 269I, 269J</p> <p><b>Unit 4:</b> 25E, 25F, 25G, 25H, 25I, 25J, 35E, 35F, 35G, 35H, 35I, 35J, 47E, 47F, 47G, 47H, 47I, 47J, 55E, 55F, 55G, 55H, 55I, 55J, 71E, 71F, 71G, 71H, 71I, 71J, 93E, 93F, 93G, 93H, 93I, 93J, 105E, 105F, 105G, 105H, 105I, 105J</p> <p><b>Unit 5:</b> 117E, 117F, 117G, 117H, 117I, 117J, 127E, 127F, 127G, 127H, 127I, 127J, 143E, 143F, 143G, 143H, 143I, 143J, 155E, 155F, 155G, 155H, 155I, 155J, 165E, 165F, 165G, 165H, 165I, 165J, 179E, 179F, 179G, 179H, 179I, 179J, 193E, 193F, 193G, 193H, 193I, 193J</p> <p><b>Unit 6:</b> 203E, 203F, 203G, 203H, 203I, 203J, 213E, 213F, 213G, 213H, 213I, 213J, 233E, 233F, 233G, 233H, 233I, 233J, 247E, 247F, 247G, 247H, 247I, 247J, 261E, 261F, 261G, 261H, 261I, 261J, 283E, 283F, 283G, 283H, 283I, 283J, 295E, 295F, 295G, 295H, 295I, 295J</p>

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>35. Alphabetize to the third letter. (ELA-3-E5)</b>
<b>Unit 1:</b> 61D, 111D

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>36. Use a variety of resources, including online and print dictionaries and spell checkers to check spelling. (ELA-3-E5)</b>
<b>Unit 1:</b> 45D, 79E, 81G, 81H, 81I, 93D, 109F
<b>Unit 2:</b> 123F, 131E, 131F, 133D, 161F, 179F
<b>Unit 3:</b> 223D, 235F, 237C, 237D, 257F, 259D
<b>Unit 4:</b> 25D, 55C, 71D
<b>Unit 5:</b> 115F, 125E, 141F, 153E, 155D, 163F, 165D, 177F, 191F, 193D
<b>Unit 6:</b> 201F, 203D, 211F, 231F, 245D, 245E, 245F, 261D, 281F

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>37. Use clear diction and tone and adjust volume and tempo to stress important ideas when speaking. (ELA-4-E1)</b>
<b>Unit 1:</b> 45I, 93I
<b>Unit 2:</b> 123F, 133I, 148Q, 165B
<b>Unit 3:</b> 215B, 223I, 235F, 240Q, 250, 271B
<b>Unit 4:</b> 37B, 48O, 72O, 94O, 105I,
<b>Unit 5:</b> 119B, 145B, 146O, 158O, 166, 168O, 177E, 180O, 193I, 194
<b>Unit 6:</b> 211E, 213I, 215B, 231B, 236O, 249B, 250O, 262O, 283I, 284O

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>38. Give and follow precise directions and instructions. (ELA-4-E2)</b>
<b>Unit 1:</b> 14M, 14N, 28L, 28N, 48L, 48N, 64L, 64N, 82L, 82N, 94L, 94N
<b>Unit 2:</b> 114L, 114N, 126L, 126N, 136L, 136N, 148L, 148N, 166L, 166N, 182L
<b>Unit 3:</b> 198L, 198N, 216L, 216N, 224L, 224N, 240L, 240N, 250L, 250N, 260L, 260N
<b>Unit 4:</b> 14L, 26K, 38L, 48L, 58L, 72L, 93L
<b>Unit 5:</b> 108L, 120L, 128L, 146L, 158L, 168L, 180L
<b>Unit 6:</b> 204L, 216L, 236L, 250L, 262L, 284L, 295I

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>42a. Use active listening strategies, including: Asking questions and responding to ideas/opinions. (ELA-4-E5)</b>
<b>Unit 1:</b> 27E, 27I, 45E, 45I, 46, 47
<b>Unit 2:</b> 133, 134, 135E, 135I, 146, 147, 164, 165, 181D, 181E, 181I
<b>Unit 3:</b> 214, 215B, 269E, 269I, 270, 271
<b>Unit 4:</b> 23E, 25I, 35A, 35I, 36, 37
<b>Unit 5:</b> 117D, 117E, 117I, 118, 119, 141C, 144, 145, 165I, 166, 167
<b>Unit 6:</b> 201F, 203C, 211F, 213A, 214, 215 231F, 233D, 248, 249, 293E, 295I

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>45a. Locate information using organizational features of a variety of resources, including: Electronic information such as pull-down menus, icons, keyword searches, passwords, and entry menu features. (ELA-5-E1)</b>
<b>Unit 1:</b> 25F, 43F, 45D, 59F, 79F, 81A, 93A, 93C, 109F, 111A, 111C
<b>Unit 2:</b> 123F, 125D, 131F, 133D, 143F, 145C, 161E, 161F, 163H, 163C, 163D, 179F, 181D
<b>Unit 3:</b> 211E, 213D, 221F, 223D, 235F, 237C, 247F, 249C, 259C, 257F, 259C, 267F, 269C
<b>Unit 4:</b> 23E, 23F, 33F, 45D, 53F, 58C, 69F, 71A, 71D, 91F, 93A, 93C, 103F, 105A, 105C
<b>Unit 5:</b> 115F, 125E, 125F, 127A, 127D, 141D, 141F, 153E, 155C, 155D, 163F, 165A, 165C, 177F, 179A, 191F, 193A, 193C
<b>Unit 6:</b> 203A, 203B, 203C, 211F, 213C, 231F, 233A, 245F, 247C, 259F, 261A, 261C, 261D, 281F, 283A, 283D, 295A, 295C, 293F, 295D, 245E, 283A

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>46. Locate information from multiple sources, including books, periodicals, videotapes, Web sites, and CD-ROMs. (ELA-5-E2)</b>
<b>Unit 1:</b> 25F, 43F, 45D, 59F, 79F, 81A, 93A, 93C, 109F, 111A, 111C
<b>Unit 2:</b> 123F, 125D, 131F, 133D, 143F, 145C, 161E, 161F, 163H, 163C, 163D, 179F, 181D
<b>Unit 3:</b> 211E, 213D, 221F, 223D, 235F, 237C, 247F, 249C, 259C, 257F, 259C, 267F, 269C
<b>Unit 4:</b> 23E, 23F, 33F, 45D, 53F, 58C, 69F, 71A, 71D, 91F, 93A, 93C, 103F, 105A, 105C
<b>Unit 5:</b> 115F, 125E, 125F, 127A, 127D, 141D, 141F, 153E, 155C, 155D, 163F, 165A, 165C, 177F, 179A, 191F, 193A, 193C
<b>Unit 6:</b> 203A, 203B, 203C, 211F, 213C, 231F, 233A, 245F, 247C, 259F, 261A, 261C, 261D, 281F, 283A, 283D, 295A, 295C, 293F, 295D, 245E, 283A

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>47. Determine appropriateness of collected information for a specified purpose. (ELA-5-E2)</b>
<b>Unit 1:</b> 25F, 43F, 45D, 59F, 79F, 81A, 93A, 93C, 109F, 111A, 111C <b>Unit 2:</b> 123F, 125D, 131F, 133D, 143F, 145C, 161E, 161F, 163H, 163C, 163D, 179F, 181D <b>Unit 3:</b> 211E, 213D, 221F, 223D, 235F, 237C, 247F, 249C, 259C, 257F, 259C, 267F, 269C <b>Unit 4:</b> 23E, 23F, 33F, 45D, 53F, 58C, 69F, 71A, 71D, 91F, 93A, 93C, 103F, 105A, 105C <b>Unit 5:</b> 115F, 125E, 125F, 127A, 127D, 141D, 141F, 153E, 155C, 155D, 163F, 165A, 165C, 177F, 179A, 191F, 193A, 193C <b>Unit 6:</b> 203A, 203B, 203C, 211F, 213C, 231F, 233A, 245F, 247C, 259F, 261A, 261C, 261D, 281F, 283A, 283D, 295A, 295C, 293F, 295D, 245E, 283A

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>50. Use available electronic and print resources to draft, revise, and publish simple research reports, book reports, and other projects. (ELA-5-E4)</b>
<b>Unit 1:</b> 27E, 45E, 61E, 81E, 93E, 111E <b>Unit 2:</b> 125E, 133E, 145E, 163E, 181E, 195E <b>Unit 3:</b> 213E, 223E, 237E, 249E, 259E, 269E <b>Unit 4:</b> 25E, 35E, 47E, 55E, 71E, 93E, 105E <b>Unit 5:</b> 117E, 127E, 143E, 155E, 165E, 179E, 193E <b>Unit 6:</b> 203E, 213E, 233E, 247E, 261E, 283E, 295E

***Open Court Reading* © 2005**  
**correlation to**  
**Louisiana Comprehensive Curriculum English Language Arts**  
**Grade 4**

**Unit 1: Read All About It**

<b>English Language Arts</b>
<b>Unit 1: Read All About It</b>
<b>2. Determine the meaning of unfamiliar words using knowledge of word origins and inflections. (ELA-1-E1)</b>
<b>Unit 1:</b> 90, 100, 102, 105, 117
<b>Unit 3:</b> 210, 213, 214, 215, 216, 217, 218, 219, 272, 276, 287E, 287G, 287H, 287I, 287J
<b>Unit 4:</b> 322, 333E, 333G, 333H, 333I, 333J, 389E, 389G, 389H, 389I, 389J
<b>Unit 5:</b> 443E, 443G, 443H, 443I, 443J
<b>Unit 6:</b> 519E, 519G, 519H, 519I, 519J, 531E, 531G, 531H, 531I, 531J, 547E, 547F, 547G, 547H, 547I, 547J

<b>English Language Arts</b>
<b>Unit 1: Read All About It</b>
<b>3. Determine word meanings, word choices, and pronunciations using a broad variety of reference aids such as dictionaries, thesauruses, synonyms finders, and reference software. (ELA-1-E1)</b>
<b>Unit 1:</b> 20N, 48N, 66N, 79D, 97D, 116N
<b>Unit 2:</b> 126N, 132M, 156N, 172N, 188N
<b>Unit 3:</b> 208N, 226K, 226N, 242N, 264N, 288N, 308N
<b>Unit 4:</b> 322N, 334L, 334N, 360N, 361, 375D, 378N, 392N, 406N
<b>Unit 5:</b> 416N, 426N, 434N, 446N, 476N
<b>Unit 6:</b> 484N, 492N, 502N, 508N, 522N, 532N, 542N



<b>English Language Arts</b>
<b>Unit 1: Read All About It</b>
<b>4. Adjust speed of reading to accomplish purpose based on text complexity. (ELA-1-E3)</b>
<b>Unit 1:</b> 19M, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111
<b>Unit 2:</b> 125K, 126, 127, 128, 129, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 146, 147, 148, 149, 150, 151, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199
<b>Unit 3:</b> 207K, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 224, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 258, 259, 260, 261, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317
<b>Unit 4:</b> 321M, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 376, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 390, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 406, 407, 408, 409, 410, 411
<b>Unit 5:</b> 415M, 416, 417, 418, 419, 420, 421, 424, 426, 427, 428, 429, 430, 431, 434, 435, 436, 437, 438, 439, 440, 441, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 474, 476, 477, 478, 479
<b>Unit 6:</b> 483K, 484, 485, 486, 487, 488, 489, 494, 495, 496, 497, 502, 503, 504, 505, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 520, 522, 523, 524, 525, 526, 527, 528, 529, 532, 533, 534, 535, 536, 537, 538, 539, 542, 543, 544, 545

<b>English Language Arts</b>
<b>Unit 1: Read All About It</b>
<b>5a. Identify a variety of story elements, including: The impact of setting on character. (ELA-1-E4)</b>
<b>Unit 1:</b> 19E, 19F, 20D, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32D, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48D, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 66D, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 80, 81, 82D, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 100D, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 114, 116D, 116, 117, 118, 119, 120, 121
<b>Unit 2:</b> 125E, 125F, 126D, 126, 127, 128, 129, 132D, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 144, 145, 146D, 146, 147, 148, 149, 150, 151, 156D, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 172D, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 188D, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 202D, 202, 203
<b>Unit 3:</b> 207E, 207F, 208D, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 224, 225, 226D, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240, 241, 242D, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 258D, 258, 259, 260, 261, 264D, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 288D, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 308D, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317
<b>Unit 4:</b> 321E, 321F, 322D, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334D, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 360D, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 376, 377, 378D, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 390, 392D, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 406D, 406, 407, 408, 409, 410, 411
<b>Unit 5:</b> 415E, 415F, 416D, 416, 417, 418, 419, 420, 421, 424, 426D, 426, 427, 428, 429, 430, 431, 434D, 434, 435, 436, 437, 438, 439, 440, 441, 446D, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 460D, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 474, 476D, 476, 477, 478, 479
<b>Unit 6:</b> 483E, 483F, 484D, 484, 485, 486, 487, 488, 489, 492D, 492, 493, 494, 495, 496, 497, 502D, 502, 503, 504, 505, 508D, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 520, 521, 522D, 522, 523, 524, 525, 526, 527, 528, 529, 532D, 532, 533, 534, 535, 536, 537, 538, 539, 542D, 542, 543, 544, 545, 545

<b>English Language Arts</b>
<b>Unit 1: Read All About It</b>
<b>5b. Identify a variety of story elements, including: Multiple conflicts. (ELA-1-E4)</b>
<p><b>Unit 1:</b> 19E, 19F, 20D, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32D, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48D, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 66D, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 80, 81, 82D, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 100D, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 114, 116D, 116, 117, 118, 119, 120, 121</p> <p><b>Unit 2:</b> 125E, 125F, 126D, 126, 127, 128, 129, 132D, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 144, 145, 146D, 146, 147, 148, 149, 150, 151, 156D, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 172D, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 188D, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 202D, 202, 203</p> <p><b>Unit 3:</b> 207E, 207F, 208D, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 224, 225, 226D, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240, 241, 242D, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 258D, 258, 259, 260, 261, 264D, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 288D, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 308D, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317</p> <p><b>Unit 4:</b> 321E, 321F, 322D, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334D, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 360D, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 376, 377, 378D, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 390, 392D, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 406D, 406, 407, 408, 409, 410, 411</p> <p><b>Unit 5:</b> 415E, 415F, 416D, 416, 417, 418, 419, 420, 421, 424, 426D, 426, 427, 428, 429, 430, 431, 434D, 434, 435, 436, 437, 438, 439, 440, 441, 446D, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 460D, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 474, 476D, 476, 477, 478, 479</p> <p><b>Unit 6:</b> 483E, 483F, 484D, 484, 485, 486, 487, 488, 489, 492D, 492, 493, 494, 495, 496, 497, 502D, 502, 503, 504, 505, 508D, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 520, 521, 522D, 522, 523, 524, 525, 526, 527, 528, 529, 532D, 532, 533, 534, 535, 536, 537, 538, 539, 542D, 542, 543, 544, 545, 545</p>

<b>English Language Arts</b>
<b>Unit 1: Read All About It</b>
<b>5c. Identify a variety of story elements, including: First- and third-person points of view. (ELA-1-E4)</b>
<p><b>Unit 1:</b> 49, 51, 53, 55, 57, 59, 61, 63, 63C, 63D</p> <p><b>Unit 2:</b> 151D, 173, 175, 177</p> <p><b>Unit 3:</b> 249, 251, 253, 253C, 253D</p> <p><b>Unit 4:</b> 393, 395, 397, 399, 401, 401C, 401D</p> <p><b>Unit 5:</b> 425A, 477, 479</p>

<b>English Language Arts</b>
<b>Unit 1: Read All About It</b>
<b>5d. Identify a variety of story elements, including: Development of theme. (ELA-1-E4)</b>
<b>Unit 1:</b> 29A, 31, 45A, 47, 63A, 65, 77A, 79, 121A, 123
<b>Unit 2:</b> 185, 185A, 199A, 201, 203A, 205
<b>Unit 3:</b> 253A, 285A, 317A
<b>Unit 4:</b> 331A, 372, 373A, 387A
<b>Unit 5:</b> 479A
<b>Unit 6:</b> 517A

<b>English Language Arts</b>
<b>Unit 1: Read All About It</b>
<b>7. Answer literal and inferential questions about ideas and information in grade-appropriate texts in oral and written responses. (ELA-1-E5)</b>
<b>Unit 1:</b> 19P, 29A, 45A, 63A, 77A, 95A, 111A, 121A, 123A
<b>Unit 2:</b> 129A, 141A, 151A, 169A, 185A, 187I, 199A, 203A
<b>Unit 3:</b> 221A, 223I, 237A, 253A, 261A, 285A, 287I, 305A, 307C, 317A, 319C
<b>Unit 4:</b> 331A, 357A, 387A, 401A, 403I, 411A, 413C
<b>Unit 5:</b> 421A, 423I, 431A, 441A, 457A, 471A, 479A, 481C
<b>Unit 6:</b> 489A, 497A, 505A, 517A, 529A, 531I, 539A, 541I, 545A, 547C

<b>English Language Arts</b>
<b>Unit 1: Read All About It</b>
<b>8. Connect information in grade-appropriate texts to prior knowledge and real-life situation sin oral and written responses. (ELA-1-E6)</b>
<b>Unit 1:</b> 31, 47, 65, 79, 97, 113, 117, 119, 121, 121C, 123
<b>Unit 2:</b> 131, 143, 153, 171, 185C, 187, 189, 191, 193, 195, 197, 199, 201
<b>Unit 3:</b> 223, 230, 239, 242, 255, 263, 265, 267, 269, 271, 285C, 287, 307, 309, 311, 313, 317C
<b>Unit 4:</b> 324, 333, 359, 375, 379, 381, 383, 385, 387, 389, 394, 403, 413
<b>Unit 5:</b> 418, 423, 430, 433, 443, 459, 464, 473, 481
<b>Unit 6:</b> 491, 492, 493, 495, 497, 497C, 499, 507, 519, 531, 541, 547

<b>English Language Arts</b>
<b>Unit 1: Read All About It</b>
<b>9. Increase oral and silent reading fluency and accuracy with grade-appropriate texts. (ELA-1-E7)</b>
<p><b>Unit 1:</b> 19M, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111</p> <p><b>Unit 2:</b> 125K, 126, 127, 128, 129, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 146, 147, 148, 149, 150, 151, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199</p> <p><b>Unit 3:</b> 207K, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 224, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 258, 259, 260, 261, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317</p> <p><b>Unit 4:</b> 321M, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 376, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 390, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 406, 407, 408, 409, 410, 411</p> <p><b>Unit 5:</b> 415M, 416, 417, 418, 419, 420, 421, 424, 426, 427, 428, 429, 430, 431, 434, 435, 436, 437, 438, 439, 440, 441, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 474, 476, 477, 478, 479</p> <p><b>Unit 6:</b> 483K, 484, 485, 486, 487, 488, 489, 494, 495, 496, 497, 502, 503, 504, 505, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 520, 522, 523, 524, 525, 526, 527, 528, 529, 532, 533, 534, 535, 536, 537, 538, 539, 542, 543, 544, 545</p>

<b>English Language Arts</b>
<b>Unit 1: Read All About It</b>
<b>10. Demonstrate oral reading fluency of at least 140 words per minute in fourth-grade text with appropriate pacing, intonation, and expression. (ELA-1-E7)</b>
<p><b>Unit 1:</b> 19M, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111</p> <p><b>Unit 2:</b> 125K, 126, 127, 128, 129, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 146, 147, 148, 149, 150, 151, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199</p> <p><b>Unit 3:</b> 207K, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 224, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 258, 259, 260, 261, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317</p> <p><b>Unit 4:</b> 321M, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 376, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 390, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 406, 407, 408, 409, 410, 411</p> <p><b>Unit 5:</b> 415M, 416, 417, 418, 419, 420, 421, 424, 426, 427, 428, 429, 430, 431, 434, 435, 436, 437, 438, 439, 440, 441, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 474, 476, 477, 478, 479</p> <p><b>Unit 6:</b> 483K, 484, 485, 486, 487, 488, 489, 494, 495, 496, 497, 502, 503, 504, 505, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 520, 522, 523, 524, 525, 526, 527, 528, 529, 532, 533, 534, 535, 536, 537, 538, 539, 542, 543, 544, 545</p>

<b>English Language Arts</b>
<b>Unit 1: Read All About It</b>
<b>11. Compare and contrast stories/tales from different cultures and explain the influence of culture on each tale in oral, written, and visual responses. (ELA-6-E1)</b>
<b>Unit 2:</b> 199D
<b>Unit 3:</b> 253E
<b>Unit 4:</b> 331D

<b>English Language Arts</b>
<b>Unit 1: Read All About It</b>
<b>12. Identify a variety of types of literature, including poetry and short stories, in oral and written responses. (EAL-6-E2)</b>
<b>Unit 1:</b> 20M, 29A, 32A, 45A, 48M, 63E, 77A, 81A, 82M, 95A, 95E, 111A, 115A, 116M, 121A, 121E
<b>Unit 2:</b> 126M, 129A, 132A, 141A, 141D, 145, 151A, 151D, 169A, 169E, 199A, 199D, 203A, 203D
<b>Unit 3:</b> 208M, 221A, 221D, 225A, 237A, 237E, 253A, 258M, 261A, 261E, 285A, 305A, 305E, 317A
<b>Unit 4:</b> 331A, 357A, 357D, 373A, 373E, 375F, 387A, 389F, 401A, 403F, 403G, 411A, 413F, 413G
<b>Unit 5:</b> 421A, 421E, 431A, 441A, 457A, 457D, 471A, 475A, 476A
<b>Unit 6:</b> 416A, 426A, 434A, 446A, 460A, 489A, 489E, 491F, 497A, 499F, 505A, 507F, 517A, 517E, 519F, 521A, 529A, 531F, 539A, 545A

<b>English Language Arts</b>
<b>Unit 1: Read All About It</b>
<b>13. Identify and explain the defining characteristics of various types of literature, including the myth and the legend. (ELA-6-E3)</b>
<b>Unit 1:</b> 20M, 29A, 32A, 45A, 48M, 63E, 77A, 81A, 82M, 95A, 95E, 111A, 115A, 116M, 121A, 121E
<b>Unit 2:</b> 126M, 129A, 132A, 141A, 141D, 145, 151A, 151D, 169A, 169E, 199A, 199D, 203A, 203D
<b>Unit 3:</b> 208M, 221A, 221D, 225A, 237A, 237E, 253A, 258M, 261A, 261E, 285A, 305A, 305E, 317A
<b>Unit 4:</b> 331A, 357A, 357D, 373A, 373E, 375F, 387A, 389F, 401A, 403F, 403G, 411A, 413F, 413G
<b>Unit 5:</b> 421A, 421E, 431A, 441A, 457A, 457D, 471A, 475A, 476A
<b>Unit 6:</b> 416A, 426A, 434A, 446A, 460A, 489A, 489E, 491F, 497A, 499F, 505A, 507F, 517A, 517E, 519F, 521A, 529A, 531F, 539A, 545A

<b>English Language Arts</b>
<b>Unit 1: Read All About It</b>
<b>14a. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as: Sequencing events and steps in process. (ELA-7-E1)</b>
<b>Unit 3:</b> 263B, 319B
<b>Unit 4:</b> 333B, 375A, 389B, 413I
<b>Unit 5:</b> 423B, 473B, 481C
<b>Unit 6:</b> 491B, 519B

<b>English Language Arts</b>
<b>Unit 1: Read All About It</b>
<b>14b. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as: Explaining how the setting impacts other story elements, including the character's traits and actions. (ELA-7-E1)</b>
<p><b>Unit 1:</b> 19E, 19F, 20D, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32D, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48D, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 66D, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 80, 81, 82D, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 100D, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 114, 116D, 116, 117, 118, 119, 120, 121</p> <p><b>Unit 2:</b> 125E, 125F, 126D, 126, 127, 128, 129, 132D, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 144, 145, 146D, 146, 147, 148, 149, 150, 151, 156D, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 172D, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 188D, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 202D, 202, 203</p> <p><b>Unit 3:</b> 207E, 207F, 208D, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 224, 225, 226D, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240, 241, 242D, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 258D, 258, 259, 260, 261, 264D, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 288D, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 308D, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317</p> <p><b>Unit 4:</b> 321E, 321F, 322D, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334D, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 360D, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 376, 377, 378D, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 390, 392D, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 406D, 406, 407, 408, 409, 410, 411</p> <p><b>Unit 5:</b> 415E, 415F, 416D, 416, 417, 418, 419, 420, 421, 424, 426D, 426, 427, 428, 429, 430, 431, 434D, 434, 435, 436, 437, 438, 439, 440, 441, 446D, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 460D, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 474, 476D, 476, 477, 478, 479</p> <p><b>Unit 6:</b> 483E, 483F, 484D, 484, 485, 486, 487, 488, 489, 492D, 492, 493, 494, 495, 496, 497, 502D, 502, 503, 504, 505, 508D, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 520, 521, 522D, 522, 523, 524, 525, 526, 527, 528, 529, 532D, 532, 533, 534, 535, 536, 537, 538, 539, 542D, 542, 543, 544, 545, 545</p>

<b>English Language Arts</b>
<b>Unit 1: Read All About It</b>
<b>14c. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as: Using specific evidence from a story to describe a character's traits, actions, relationships, and/or motivations. (ELA-7-E1)</b>
<p><b>Unit 1:</b> 29E, 31, 45E, 47, 69, 79, 111A, 111E, 121A, 123</p> <p><b>Unit 2:</b> 143, 185A, 185C, 191, 197, 199, 199A, 201, 203A, 205</p> <p><b>Unit 3:</b> 237, 237A, 237C, 239, 253A, 285A, 285E, 319</p> <p><b>Unit 4:</b> 331A, 331D, 367, 379, 381, 385P</p> <p><b>Unit 5:</b> 447, 449, 451, 467, 469, 471, 471C</p> <p><b>Unit 6:</b> 505D</p>

<b>English Language Arts</b>
<b>Unit 1: Read All About It</b>
<b>14d. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as: Confirming or denying a prediction about information in a text. (ELA-7-E1)</b>
<b>Unit 1:</b> 20M, 32M, 40, 48M, 63A, 66M, 82M, 100M, 111A, 116M, 118, 121A
<b>Unit 2:</b> 126M, 129A, 132M, 141A, 146M, 151A, 156M, 172M, 188M, 196, 199A, 199C, 202M
<b>Unit 3:</b> 208M, 221A, 226M, 237A, 242M, 248, 253A, 258M, 261A, 264M, 285A, 288M, 305A; 308M, 317A
<b>Unit 4:</b> 322M, 324, 326, 328, 331A, 331C, 334M, 357A, 360M, 362, 373A, 378M, 378, 380, 382, 387A, 392M, 401A, 406M, 411A
<b>Unit 5:</b> 416M, 421A, 426M, 431A, 434M, 441A, 446M, 446, 448, 452, 457A, 460M, 471A, 476M, 479A
<b>Unit 6:</b> 484M, 489A, 492M, 497A, 502M, 505A, 508M, 517A, 522M, 529A, 532M, 539A, 542M, 545A

<b>English Language Arts</b>
<b>Unit 1: Read All About It</b>
<b>14e. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as: Comparing and contrasting story elements or information within and across texts. (ELA-7-E1)</b>
<b>Unit 1:</b> 39, 43, 45C, 79B
<b>Unit 2:</b> 131, 143, 143A, 146N, 153, 153A, 181, 187, 199D, 201A, 205
<b>Unit 3:</b> 253E, 285E, 319
<b>Unit 4:</b> 331D, 372, 389, 389A, 399, 403, 413
<b>Unit 5:</b> 433, 443, 459, 473, 481
<b>Unit 6:</b> 493, 497, 507, 513, 519, 531, 531A, 541, 547, 547A

<b>English Language Arts</b>
<b>Unit 1: Read All About It</b>
<b>17. Explain in oral or written responses how an author's life and times are reflected in a text. (ELA-7-E3)</b>
<b>Unit 2:</b> 153I, 199D
<b>Unit 3:</b> 253E
<b>Unit 4:</b> 331D

<b>English Language Arts</b>
<b>Unit 1: Read All About It</b>
<b>18. Explain how an author's purpose influences organization of a text, word choice, and sentence structure. (ELA-7-E3)</b>
<b>Unit 3:</b> 233, 235, 237, 315, 317
<b>Unit 4:</b> 361, 363, 365, 373C
<b>Unit 5:</b> 431E, 434P, 435, 437, 439, 441, 446P, 453, 455, 457, 457D
<b>Unit 6:</b> 503, 505, 529E

<b>English Language Arts</b>
<b>Unit 1: Read All About It</b>
<b>19d. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Generating questions to guide examination of topics in texts and real-life situations. (ELA-7-E4)</b>
<b>Unit 1:</b> 19P, 29A, 45A, 63A, 77A, 95A, 111A, 121A, 123A
<b>Unit 2:</b> 129A, 141A, 151A, 169A, 185A, 187I, 199A, 203A
<b>Unit 3:</b> 221A, 223I, 237A, 253A, 261A, 285A, 287I, 305A, 307C, 317A, 319C
<b>Unit 4:</b> 331A, 357A, 387A, 401A, 403I, 411A, 413C
<b>Unit 5:</b> 421A, 423I, 431A, 441A, 457A, 471A, 479A, 481C
<b>Unit 6:</b> 489A, 497A, 505A, 517A, 529A, 531I, 539A, 541I, 545A, 547C

<b>English Language Arts</b>
<b>Unit 1: Read All About It</b>
<b>19e. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Explaining connection between information from texts and real-life experiences. (ELA-7-E4)</b>
<b>Unit 1:</b> 31, 47, 65, 79, 97, 113, 117, 119, 121, 121C, 123
<b>Unit 2:</b> 131, 143, 153, 171, 185C, 187, 189, 191, 193, 195, 197, 199, 201
<b>Unit 3:</b> 223, 230, 239, 242, 255, 263, 265, 267, 269, 271, 285C, 287, 307, 309, 311, 313, 317C
<b>Unit 4:</b> 324, 333, 359, 375, 379, 381, 383, 385, 387, 389, 394, 403, 413
<b>Unit 5:</b> 418, 423, 430, 433, 443, 459, 464, 473, 481
<b>Unit 6:</b> 491, 492, 493, 495, 497, 497C, 499, 507, 519, 531, 541, 547

<b>English Language Arts</b>
<b>Unit 1: Read All About It</b>
<b>20e. Write compositions of at least three paragraphs organized with the following: Transitional words and phrases that unify points and ideas. (ELA-7-E1)</b>
<b>Unit 1:</b> 65E, 65F, 65G, 65H, 65I, 65J, 95E, 111F, 113E, 113F, 113G, 113H, 113I, 113J, 121E
<b>Unit 2:</b> 129E, 131E, 131F, 131G, 131H, 131I, 131J, 143E, 143F, 143G, 143H, 143I, 143J, 153E, 153F, 153G, 153H, 153I, 153J, 171E, 171F, 171G, 171H, 171I, 171J, 187E, 187F, 187G, 187H, 187I, 187J, 201E, 201F, 201G, 201H, 201I, 201J, 203D, 203F, 205E, 205F, 205G, 205H, 205I, 205J
<b>Unit 3:</b> 223E, 223F, 223G, 223H, 223I, 223J, 253E, 255E, 255F, 255G, 255H, 255I, 255J, 263E, 263F, 263G, 263H, 263I, 263J, 285D, 305D, 307E, 307F, 307G, 307H, 307I, 307J, 317C, 319E, 319F, 319G, 319H, 319I, 319J
<b>Unit 4:</b> 333E, 333F, 333G, 333H, 333I, 333J, 359E, 359F, 359G, 359H, 359I, 359J, 375E, 375F, 375G, 375H, 375I, 375J, 387F, 389E, 389F, 389G, 389H, 389I, 389J, 401D, 403E, 403F, 403G, 403H, 403I, 403J, 413E, 413F, 413G, 413H, 413I, 413J
<b>Unit 5:</b> 423E, 423F, 423G, 423H, 423I, 423J, 431D, 443E, 443F, 443G, 443H, 443I, 443J, 457C, 459E, 459F, 459G, 459H, 459I, 459J, 471D, 473E, 473F, 473G, 473H, 473I, 473J
<b>Unit 6:</b> 489D, 497D, 517D, 517E, 529D, 539D, 539E, 541E, 541F, 541G, 541H, 541I, 541J, 545D, 547E, 547F, 547G, 547H, 547I, 547J



<b>English Language Arts</b>
<b>Unit 1: Read All About It</b>
<b>21. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences. (ELA-2-E1)</b>
<b>Unit 1:</b> 65E, 65F, 65G, 65H, 65I, 65J, 95E, 111F, 113E, 113F, 113G, 113H, 113I, 113J, 121E  <b>Unit 2:</b> 129E, 131E, 131F, 131G, 131H, 131I, 131J, 143E, 143F, 143G, 143H, 143I, 143J, 153E, 153F, 153G, 153H, 153I, 153J, 171E, 171F, 171G, 171H, 171I, 171J, 187E, 187F, 187G, 187H, 187I, 187J, 201E, 201F, 201G, 201H, 201I, 201J, 203D, 203F, 205E, 205F, 205G, 205H, 205I, 205J  <b>Unit 3:</b> 223E, 223F, 223G, 223H, 223I, 223J, 253E, 255E, 255F, 255G, 255H, 255I, 255J, 263E, 263F, 263G, 263H, 263I, 263J, 285D, 305D, 307E, 307F, 307G, 307H, 307I, 307J, 317C, 319E, 319F, 319G, 319H, 319I, 319J  <b>Unit 4:</b> 333E, 333F, 333G, 333H, 333I, 333J, 359E, 359F, 359G, 359H, 359I, 359J, 375E, 375F, 375G, 375H, 375I, 375J, 387F, 389E, 389F, 389G, 389H, 389I, 389J, 401D, 403E, 403F, 403G, 403H, 403I, 403J, 413E, 413F, 413G, 413H, 413I, 413J  <b>Unit 5:</b> 423E, 423F, 423G, 423H, 423I, 423J, 431D, 443E, 443F, 443G, 443H, 443I, 443J, 457C, 459E, 459F, 459G, 459H, 459I, 459J, 471D, 473E, 473F, 473G, 473H, 473I, 473J  <b>Unit 6:</b> 489D, 497D, 517D, 517E, 529D, 539D, 539E, 541E, 541F, 541G, 541H, 541I, 541J, 545D, 547E, 547F, 547G, 547H, 547I, 547J

<b>English Language Arts</b>
<b>Unit 1: Read All About It</b>
<b>22. Identify an audience for a specific writing assignment and select appropriate vocabulary, details, and information to create a tone or set the mood and to affect or manipulate the intended audience. (ELA-2-E2)</b>
<b>Unit 1:</b> 31H, 47F, 47J  <b>Unit 2:</b> 131G, 143G, 153G, 171G, 187G, 201G, 205G  <b>Unit 4:</b> 333G, 359G, 375G, 389G, 403G, 413G  <b>Unit 5:</b> 423G, 433G, 443G, 443H, 459G, 473G, 481G  <b>Unit 6:</b> 491G, 499G, 507G, 519G, 531G, 541G, 547G

<b>English Language Arts</b>
<b>Unit 1: Read All About It</b>
<b>23b. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers). (ELA-7-E4)</b>
<b>Unit 1:</b> 20N, 31B, 31C, 31F, 31G, 31H, 31I, 31J, 32M, 47B, 47F, 47G, 47H, 47I, 47J, 63E, 65B, 79B, 97B, 113B, 123B  <b>Unit 2:</b> 131B, 131C, 131F, 131G, 143B, 143F, 143G, 153B, 153F, 153G, 171B, 171F, 171G, 187B, 187F, 187G, 201B, 201F, 201G, 205B, 205F, 205G  <b>Unit 3:</b> 223B, 223C, 223F, 223G, 239B, 255B, 263B, 263F, 287B, 307B, 319B  <b>Unit 4:</b> 331A, 333B, 333F, 333G, 359B, 359F, 359G, 375B, 375F, 375G, 377B, 389B, 389F, 389G, 391A, 403F, 403G, 413B, 413F, 413G  <b>Unit 5:</b> 423F, 423G, 433F, 433G, 443F, 443G, 459F, 459G, 473F, 473G, 481F, 481G  <b>Unit 6:</b> 491B, 491F, 491G, 499B, 499F, 499G, 507B, 507F, 507G, 519B, 519F, 519G, 531B, 531F, 531G, 541B, 541F, 541G, 547B, 547F, 547G

<b>English Language Arts</b>
<b>Unit 1: Read All About It</b>
<b>23c. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Drafting. (ELA-7-E4)</b>
<b>Unit 1:</b> 31H, 47F, 47J
<b>Unit 2:</b> 131G, 143G, 153G, 171G, 187G, 201G, 205G
<b>Unit 4:</b> 333G, 359G, 375G, 389G, 403G, 413G
<b>Unit 5:</b> 423G, 433G, 443G, 443H, 459G, 473G, 481G
<b>Unit 6:</b> 491G, 499G, 507G, 519G, 531G, 541G, 547G

<b>English Language Arts</b>
<b>Unit 1: Read All About It</b>
<b>23d. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Conferencing with peers and teachers. (ELA-7-E4)</b>
<b>Unit 1:</b> 31A, 47A, 65A, 79A, 79F, 79G, 79H, 79I, 79J, 97A, 97F, 97G, 97H, 97I, 97J, 113A, 123A
<b>Unit 2:</b> 131A, 143A, 151B, 153A, 153D, 171A, 187A, 201A, 205A
<b>Unit 3:</b> 223A, 239A, 255A, 263A, 263I, 287A, 307A, 319A
<b>Unit 4:</b> 333A, 359A, 359I, 375A, 375I, 389A, 389I, 403A, 403I, 413A, 413I
<b>Unit 5:</b> 423A, 423I, 433A, 43I, 443A, 443I, 459A, 459I, 473A, 473I, 481A, 481I
<b>Unit 6:</b> 491A, 491I, 499A, 499I, 501A, 507I, 519A, 519I, 531A, 531I, 541A, 541I, 547A, 547I

<b>English Language Arts</b>
<b>Unit 1: Read All About It</b>
<b>23e. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Revising based on feedback and use of various tools (e.g., LEAP21 Writer’s Checklist, rubrics). (ELA-7-E4)</b>
<b>Unit 1:</b> 79F, 79G, 79H, 79I, 79J, 97F, 97G, 97H, 97I, 97J
<b>Unit 2:</b> 131I, 143I, 153I, 171I, 187I, 201I, 205I
<b>Unit 3:</b> 22I, 263C, 263I
<b>Unit 4:</b> 333I, 359I, 375I, 389C, 389I, 403I, 413I
<b>Unit 5:</b> 423I, 433I, 443I, 459I, 473I, 481I
<b>Unit 6:</b> 491I, 499I, 507I, 519I, 531I, 541I, 547I

<b>English Language Arts</b>
<b>Unit 1: Read All About It</b>
<b>23f. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Proofreading/editing. (ELA-7-E4)</b>
<b>Unit 1:</b> 31H, 47H, 65H, 79H <b>Unit 2:</b> 131H, 143H, 153H, 171H, 187H, 201H, 205H <b>Unit 3:</b> 239H, 255H, 263H, 287H, 307H, 319H <b>Unit 4:</b> 333H, 359H, 375H, 389H, 403H <b>Unit 5:</b> 423H, 433H, 443H, 459H, 473H, 481H <b>Unit 6:</b> 491H, 499H, 531H, 547H

<b>English Language Arts</b>
<b>Unit 1: Read All About It</b>
<b>25. Use a variety of literary devices, including hyperbole and metaphor, in compositions. (ELA-2-E5)</b>
<b>Unit 1:</b> 81A, 114, 115A <b>Unit 2:</b> 145A, 145B <b>Unit 3:</b> 225A, 239G, 239H, 239I, 239J, 241A, 255G, 255H, 255I, 255J <b>Unit 4:</b> 375G, 375H, 375I, 391A, 413G, 413H, 413I <b>Unit 5:</b> 473G, 473H, 475A <b>Unit 6:</b> 499F, 499G, 499H, 499I, 499J, 507F, 507G, 507H, 507I, 507J, 521A

<b>English Language Arts</b>
<b>Unit 1: Read All About It</b>
<b>34. Adjust pacing to suit purpose, audience, and setting when speaking. (ELA-4-E1)</b>
<b>Unit 1:</b> 113C, 115B <b>Unit 2:</b> 201C <b>Unit 3:</b> 241B, 239I, 263D, 307I, 319C <b>Unit 4:</b> 391B <b>Unit 5:</b> 425B, 459C, 475B <b>Unit 6:</b> 491I, 499I, 521B, 541C, 547D

<b>English Language Arts</b>
<b>Unit 1: Read All About It</b>
<b>37. Demonstrate active listening strategies, including asking questions, responding to cues, and making eye contact. (ELA-4-E5)</b>
<b>Unit 1:</b> 31I, 123C
<b>Unit 2:</b> 131I, 187I, 205C
<b>Unit 3:</b> 223I, 307C, 319C
<b>Unit 4:</b> 401F, 403I, 413C
<b>Unit 5:</b> 423I, 481C
<b>Unit 6:</b> 531I, 541I, 547C

<b>English Language Arts</b>
<b>Unit 1: Read All About It</b>
<b>40. Identify the effectiveness and dynamics of group process and cooperative learning. (ELA-4-E7)</b>
<b>Unit 1:</b> 29A, 45A, 63A, 77A, 95A, 111A, 113A, 121A
<b>Unit 2:</b> 129A, 131I, 141A, 151A, 153C, 169A, 185A, 199A, 203A
<b>Unit 3:</b> 221A, 237A, 253A, 255C, 261A, 285A, 287I, 305A, 317A
<b>Unit 4:</b> 331A, 357A, 373A, 375C, 387A, 401A, 411A
<b>Unit 5:</b> 421A, 431A, 441A, 457A, 471A, 479A
<b>Unit 6:</b> 489A, 397A, 505A, 517A, 529A, 539A, 545A

## **Unit 2: Deep Thoughts**

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>1. Use understanding of base words, roots, prefixes, and suffixes to decode more complex words. (ELA-1-E1)</b>
<b>Unit 1:</b> 20K, 32K, 32N, 48K, 48N, 53, 82K, 86, 88, 90, 91, 92, 95, 100K, 100, 102, 103, 104, 109, 111, 116K, 116
<b>Unit 2:</b> 126K, 146K, 146L, 188K
<b>Unit 3:</b> 208K, 212, 213, 214, 215, 216, 217, 218, 219, 221B, 237B, 253B, 285B, 305B, 308N, 317B
<b>Unit 4:</b> 331B, 357B, 373B, 387B, 389G, 389H, 389I, 401B, 411B
<b>Unit 5:</b> 416K, 426K, 446K, 460K, 476K
<b>Unit 6:</b> 484N, 489B, 502K, 505B, 508K, 517B, 519G, 519H, 519I, 529B, 531G, 531H, 531I, 532N, 539B, 545B

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>2. Determine the meaning of unfamiliar words using knowledge of word origins and inflections. (ELA-1-E1)</b>
<b>Unit 1:</b> 90, 100, 102, 105, 117
<b>Unit 3:</b> 210, 213, 214, 215, 216, 217, 218, 219, 272, 276, 287E, 287G, 287H, 287I, 287J
<b>Unit 4:</b> 322, 333E, 333G, 333H, 333I, 333J, 389E, 389G, 389H, 389I, 389J
<b>Unit 5:</b> 443E, 443G, 443H, 443I, 443J
<b>Unit 6:</b> 519E, 519G, 519H, 519I, 519J, 531E, 531G, 531H, 531I, 531J, 547E, 547F, 547G, 547H, 547I, 547J

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>3. Determine word meanings, word choices, and pronunciations using a broad variety of reference aids such as dictionaries, thesauruses, synonyms finders, and reference software. (ELA-1-E1)</b>
<b>Unit 1:</b> 20N, 48N, 66N, 79D, 97D, 116N
<b>Unit 2:</b> 126N, 132M, 156N, 172N, 188N
<b>Unit 3:</b> 208N, 226K, 226N, 242N, 264N, 288N, 308N
<b>Unit 4:</b> 322N, 334L, 334N, 360N, 361, 375D, 378N, 392N, 406N
<b>Unit 5:</b> 416N, 426N, 434N, 446N, 476N
<b>Unit 6:</b> 484N, 492N, 502N, 508N, 522N, 532N, 542N

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>4. Adjust speed of reading to accomplish purpose based on text complexity. (ELA-1-E3)</b>
<b>Unit 1:</b> 19M, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111
<b>Unit 2:</b> 125K, 126, 127, 128, 129, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 146, 147, 148, 149, 150, 151, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199
<b>Unit 3:</b> 207K, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 224, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 258, 259, 260, 261, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317
<b>Unit 4:</b> 321M, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 376, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 390, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 406, 407, 408, 409, 410, 411
<b>Unit 5:</b> 415M, 416, 417, 418, 419, 420, 421, 424, 426, 427, 428, 429, 430, 431, 434, 435, 436, 437, 438, 439, 440, 441, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 474, 476, 477, 478, 479
<b>Unit 6:</b> 483K, 484, 485, 486, 487, 488, 489, 494, 495, 496, 497, 502, 503, 504, 505, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 520, 522, 523, 524, 525, 526, 527, 528, 529, 532, 533, 534, 535, 536, 537, 538, 539, 542, 543, 544, 545

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>7. Answer literal and inferential questions about ideas and information in grade-appropriate texts in oral and written responses. (ELA-1-E5)</b>
<b>Unit 1:</b> 19P, 29A, 45A, 63A, 77A, 95A, 111A, 121A, 123A
<b>Unit 2:</b> 129A, 141A, 151A, 169A, 185A, 187I, 199A, 203A
<b>Unit 3:</b> 221A, 223I, 237A, 253A, 261A, 285A, 287I, 305A, 307C, 317A, 319C
<b>Unit 4:</b> 331A, 357A, 387A, 401A, 403I, 411A, 413C
<b>Unit 5:</b> 421A, 423I, 431A, 441A, 457A, 471A, 479A, 481C
<b>Unit 6:</b> 489A, 497A, 505A, 517A, 529A, 531I, 539A, 541I, 545A, 547C

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>8. Connect information in grade-appropriate texts to prior knowledge and real-life situation sin oral and written responses. (ELA-1-E6)</b>
<b>Unit 1:</b> 31, 47, 65, 79, 97, 113, 117, 119, 121, 121C, 123
<b>Unit 2:</b> 131, 143, 153, 171, 185C, 187, 189, 191, 193, 195, 197, 199, 201
<b>Unit 3:</b> 223, 230, 239, 242, 255, 263, 265, 267, 269, 271, 285C, 287, 307, 309, 311, 313, 317C
<b>Unit 4:</b> 324, 333, 359, 375, 379, 381, 383, 385, 387, 389, 394, 403, 413
<b>Unit 5:</b> 418, 423, 430, 433, 443, 459, 464, 473, 481
<b>Unit 6:</b> 491, 492, 493, 495, 497, 497C, 499, 507, 519, 531, 541, 547

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>14a. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as: Sequencing events and steps in process. (ELA-7-E1)</b>
<b>Unit 3:</b> 263B, 319B
<b>Unit 4:</b> 333B, 375A, 389B, 413I
<b>Unit 5:</b> 423B, 473B, 481C
<b>Unit 6:</b> 491B, 519B

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>14b. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as: Explaining how the setting impacts other story elements, including the character’s traits and actions. (ELA-7-E1)</b>
<p><b>Unit 1:</b> 19E, 19F, 20D, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32D, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48D, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 66D, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 80, 81, 82D, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 100D, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 114, 116D, 116, 117, 118, 119, 120, 121</p> <p><b>Unit 2:</b> 125E, 125F, 126D, 126, 127, 128, 129, 132D, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 144, 145, 146D, 146, 147, 148, 149, 150, 151, 156D, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 172D, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 188D, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 202D, 202, 203</p> <p><b>Unit 3:</b> 207E, 207F, 208D, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 224, 225, 226D, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240, 241, 242D, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 258D, 258, 259, 260, 261, 264D, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 288D, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 308D, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317</p> <p><b>Unit 4:</b> 321E, 321F, 322D, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334D, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 360D, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 376, 377, 378D, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 390, 392D, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 406D, 406, 407, 408, 409, 410, 411</p> <p><b>Unit 5:</b> 415E, 415F, 416D, 416, 417, 418, 419, 420, 421, 424, 426D, 426, 427, 428, 429, 430, 431, 434D, 434, 435, 436, 437, 438, 439, 440, 441, 446D, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 460D, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 474, 476D, 476, 477, 478, 479</p> <p><b>Unit 6:</b> 483E, 483F, 484D, 484, 485, 486, 487, 488, 489, 492D, 492, 493, 494, 495, 496, 497, 502D, 502, 503, 504, 505, 508D, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 520, 521, 522D, 522, 523, 524, 525, 526, 527, 528, 529, 532D, 532, 533, 534, 535, 536, 537, 538, 539, 542D, 542, 543, 544, 545, 545</p>

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>14c. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as: Using specific evidence from a story to describe a character’s traits, actions, relationships, and/or motivations. (ELA-7-E1)</b>
<p><b>Unit 1:</b> 29E, 31, 45E, 47, 69, 79, 111A, 111E, 121A, 123</p> <p><b>Unit 2:</b> 143, 185A, 185C, 191, 197, 199, 199A, 201, 203A, 205</p> <p><b>Unit 3:</b> 237, 237A, 237C, 239, 253A, 285A, 285E, 319</p> <p><b>Unit 4:</b> 331A, 331D, 367, 379, 381, 385P</p> <p><b>Unit 5:</b> 447, 449, 451, 467, 469, 471, 471C</p> <p><b>Unit 6:</b> 505D</p>

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>14d. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as: Confirming or denying a prediction about information in a text. (ELA-7-E1)</b>
<b>Unit 1:</b> 20M, 32M, 40, 48M, 63A, 66M, 82M, 100M, 111A, 116M, 118, 121A
<b>Unit 2:</b> 126M, 129A, 132M, 141A, 146M, 151A, 156M, 172M, 188M, 196, 199A, 199C, 202M
<b>Unit 3:</b> 208M, 221A, 226M, 237A, 242M, 248, 253A, 258M, 261A, 264M, 285A, 288M, 305A; 308M, 317A
<b>Unit 4:</b> 322M, 324, 326, 328, 331A, 331C, 334M, 357A, 360M, 362, 373A, 378M, 378, 380, 382, 387A, 392M, 401A, 406M, 411A
<b>Unit 5:</b> 416M, 421A, 426M, 431A, 434M, 441A, 446M, 446, 448, 452, 457A, 460M, 471A, 476M, 479A
<b>Unit 6:</b> 484M, 489A, 492M, 497A, 502M, 505A, 508M, 517A, 522M, 529A, 532M, 539A, 542M, 545A

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>14g. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as: Making simple inferences. (ELA-7-E1)</b>
<b>Unit 1:</b> 77F, 101, 103, 105, 107, 109, 111, 111C
<b>Unit 3:</b> 227, 229, 231, 237C
<b>Unit 4:</b> 329, 331, 343, 345, 347, 349
<b>Unit 5:</b> 447, 449, 451
<b>Unit 6:</b> 467, 469, 471, 471C, 541D

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>15. Justify solutions to problems in texts by verifying, confirming, and supporting. (ELA-7-E2)</b>
<b>Unit 1:</b> 29E
<b>Unit 3:</b> 255I, 285E, 317D
<b>Unit 4:</b> 331D, 387D

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>16. Distinguish an author's purpose for writing, including entertaining, expressing an opinion, defending an argument, or conveying information. (ELA-7-E3)</b>
<b>Unit 3:</b> 233, 235, 237, 315, 317
<b>Unit 4:</b> 361, 363, 365, 373C
<b>Unit 5:</b> 431E, 434P, 435, 437, 439, 441, 446P, 453, 455, 457, 457D
<b>Unit 6:</b> 503, 505, 529E



<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>19a. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Supporting differences between fact and opinion with information from texts. (ELA-7-E4)</b>
<b>Unit 3:</b> 259, , 261, 261C
<b>Unit 4:</b> 366, 371, 393
<b>Unit 5:</b> 426P, 427, 429, 431, 431C, 441D, 477

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>19b. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Skimming and scanning texts for various purposes (e.g., locating information, verifying facts). (ELA-7-E4)</b>
<b>Unit 1:</b> 20M, 32M, 48M, 66M, 92M, 100M, 116M
<b>Unit 2:</b> 126M, 132M, 146M, 156M, 172M, 188M, 202M
<b>Unit 3:</b> 208M, 226M, 242M, 258M, 264M, 288M, 308M
<b>Unit 4:</b> 322M, 334M, 360M, 378M, 392M, 406M
<b>Unit 5:</b> 416M, 426M, 434M, 446M, 460M, 476M
<b>Unit 6:</b> 484M, 492M, 502M, 508M, 522M, 532M, 542M

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>19c. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Identifying cause-effect relationships in texts and real-life situations. (ELA-7-E4)</b>
<b>Unit 1:</b> 21, 23, 25, 27, 29, 29C, 67, 69, 71, 123
<b>Unit 2:</b> 203
<b>Unit 3:</b> 289, 291, 293, 305C
<b>Unit 4:</b> 367, 369, 371, 373
<b>Unit 6:</b> 539D, 543, 545, 545C

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>19d. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Generating questions to guide examination of topics in texts and real-life situations. (ELA-7-E4)</b>
<b>Unit 1:</b> 19P, 29A, 45A, 63A, 77A, 95A, 111A, 121A, 123A
<b>Unit 2:</b> 129A, 141A, 151A, 169A, 185A, 187I, 199A, 203A
<b>Unit 3:</b> 221A, 223I, 237A, 253A, 261A, 285A, 287I, 305A, 307C, 317A, 319C
<b>Unit 4:</b> 331A, 357A, 387A, 401A, 403I, 411A, 413C
<b>Unit 5:</b> 421A, 423I, 431A, 441A, 457A, 471A, 479A, 481C
<b>Unit 6:</b> 489A, 497A, 505A, 517A, 529A, 531I, 539A, 541I, 545A, 547C

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>19e. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Explaining connection between information from texts and real-life experiences. (ELA-7-E4)</b>
<b>Unit 1:</b> 31, 47, 65, 79, 97, 113, 117, 119, 121, 121C, 123 <b>Unit 2:</b> 131, 143, 153, 171, 185C, 187, 189, 191, 193, 195, 197, 199, 201 <b>Unit 3:</b> 223, 230, 239, 242, 255, 263, 265, 267, 269, 271, 285C, 287, 307, 309, 311, 313, 317C <b>Unit 4:</b> 324, 333, 359, 375, 379, 381, 383, 385, 387, 389, 394, 403, 413 <b>Unit 5:</b> 418, 423, 430, 433, 443, 459, 464, 473, 481 <b>Unit 6:</b> 491, 492, 493, 495, 497, 497C, 499, 507, 519, 531, 541, 547

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>21. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences. (ELA-2-E1)</b>
<b>Unit 1:</b> 65E, 65F, 65G, 65H, 65I, 65J, 95E, 111F, 113E, 113F, 113G, 113H, 113I, 113J, 121E <b>Unit 2:</b> 129E, 131E, 131F, 131G, 131H, 131I, 131J, 143E, 143F, 143G, 143H, 143I, 143J, 153E, 153F, 153G, 153H, 153I, 153J, 171E, 171F, 171G, 171H, 171I, 171J, 187E, 187F, 187G, 187H, 187I, 187J, 201E, 201F, 201G, 201H, 201I, 201J, 203D, 203F, 205E, 205F, 205G, 205H, 205I, 205J <b>Unit 3:</b> 223E, 223F, 223G, 223H, 223I, 223J, 253E, 255E, 255F, 255G, 255H, 255I, 255J, 263E, 263F, 263G, 263H, 263I, 263J, 285D, 305D, 307E, 307F, 307G, 307H, 307I, 307J, 317C, 319E, 319F, 319G, 319H, 319I, 319J <b>Unit 4:</b> 333E, 333F, 333G, 333H, 333I, 333J, 359E, 359F, 359G, 359H, 359I, 359J, 375E, 375F, 375G, 375H, 375I, 375J, 387F, 389E, 389F, 389G, 389H, 389I, 389J, 401D, 403E, 403F, 403G, 403H, 403I, 403J, 413E, 413F, 413G, 413H, 413I, 413J <b>Unit 5:</b> 423E, 423F, 423G, 423H, 423I, 423J, 431D, 443E, 443F, 443G, 443H, 443I, 443J, 457C, 459E, 459F, 459G, 459H, 459I, 459J, 471D, 473E, 473F, 473G, 473H, 473I, 473J <b>Unit 6:</b> 489D, 497D, 517D, 517E, 529D, 539D, 539E, 541E, 541F, 541G, 541H, 541I, 541J, 545D, 547E, 547F, 547G, 547H, 547I, 547J

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>22. Identify an audience for a specific writing assignment and select appropriate vocabulary, details, and information to create a tone or set the mood and to affect or manipulate the intended audience. (ELA-2-E2)</b>
<b>Unit 1:</b> 31H, 47F, 47J <b>Unit 2:</b> 131G, 143G, 153G, 171G, 187G, 201G, 205G <b>Unit 4:</b> 333G, 359G, 375G, 389G, 403G, 413G <b>Unit 5:</b> 423G, 433G, 443G, 443H, 459G, 473G, 481G <b>Unit 6:</b> 491G, 499G, 507G, 519G, 531G, 541G, 547G

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>23a. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Selecting topic and form. (ELA-2-E3)</b>
<b>Unit 1:</b> 20N, 31B, 31C, 31F, 31G, 31H, 31I, 31J, 32M, 47B, 47F, 47G, 47H, 47I, 47J, 63E, 65B, 79B, 97B, 113B, 123B  <b>Unit 2:</b> 131B, 131C, 131F, 131G, 143B, 143F, 143G, 153B, 153F, 153G, 171B, 171F, 171G, 187B, 187F, 187G, 201B, 201F, 201G, 205B, 205F, 205G  <b>Unit 3:</b> 223B, 223C, 223F, 223G, 239B, 255B, 263B, 263F, 287B, 307B, 319B  <b>Unit 4:</b> 331A, 333B, 333F, 333G, 359B, 359F, 359G, 375B, 375F, 375G, 377B, 389B, 389F, 389G, 391A, 403F, 403G, 413B, 413F, 413G  <b>Unit 5:</b> 423F, 423G, 433F, 433G, 443F, 443G, 459F, 459G, 473F, 473G, 481F, 481G  <b>Unit 6:</b> 491B, 491F, 491G, 499B, 499F, 499G, 507B, 507F, 507G, 519B, 519F, 519G, 531B, 531F, 531G, 541B, 541F, 541G, 547B, 547F, 547G

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>23b. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers). (ELA-2-E3)</b>
<b>Unit 1:</b> 20N, 31B, 31C, 31F, 31G, 31H, 31I, 31J, 32M, 47B, 47F, 47G, 47H, 47I, 47J, 63E, 65B, 79B, 97B, 113B, 123B  <b>Unit 2:</b> 131B, 131C, 131F, 131G, 143B, 143F, 143G, 153B, 153F, 153G, 171B, 171F, 171G, 187B, 187F, 187G, 201B, 201F, 201G, 205B, 205F, 205G  <b>Unit 3:</b> 223B, 223C, 223F, 223G, 239B, 255B, 263B, 263F, 287B, 307B, 319B  <b>Unit 4:</b> 331A, 333B, 333F, 333G, 359B, 359F, 359G, 375B, 375F, 375G, 377B, 389B, 389F, 389G, 391A, 403F, 403G, 413B, 413F, 413G  <b>Unit 5:</b> 423F, 423G, 433F, 433G, 443F, 443G, 459F, 459G, 473F, 473G, 481F, 481G  <b>Unit 6:</b> 491B, 491F, 491G, 499B, 499F, 499G, 507B, 507F, 507G, 519B, 519F, 519G, 531B, 531F, 531G, 541B, 541F, 541G, 547B, 547F, 547G

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>23c. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Drafting. (ELA-2-E3)</b>
<b>Unit 1:</b> 31H, 47F, 47J  <b>Unit 2:</b> 131G, 143G, 153G, 171G, 187G, 201G, 205G  <b>Unit 4:</b> 333G, 359G, 375G, 389G, 403G, 413G  <b>Unit 5:</b> 423G, 433G, 443G, 443H, 459G, 473G, 481G  <b>Unit 6:</b> 491G, 499G, 507G, 519G, 531G, 541G, 547G

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>23d. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Conferencing with peers and teachers. (ELA-2-E3)</b>
<b>Unit 1:</b> 31A, 47A, 65A, 79A, 79F, 79G, 79H, 79I, 79J, 97A, 97F, 97G, 97H, 97I, 97J, 113A, 123A
<b>Unit 2:</b> 131A, 143A, 151B, 153A, 153D, 171A, 187A, 201A, 205A
<b>Unit 3:</b> 223A, 239A, 255A, 263A, 263I, 287A, 307A, 319A
<b>Unit 4:</b> 333A, 359A, 359I, 375A, 375I, 389A, 389I, 403A, 403I, 413A, 413I
<b>Unit 5:</b> 423A, 423I, 433A, 43I, 443A, 443I, 459A, 459I, 473A, 473I, 481A, 481I
<b>Unit 6:</b> 491A, 491I, 499A, 499I, 501A, 507I, 519A, 519I, 531A, 531I, 541A, 541I, 547A, 547I

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>23e. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Revising based on feedback and use of various tools (e.g., LEAP21 Writer’s Checklist, rubrics). (ELA-2-E3)</b>
<b>Unit 1:</b> 79F, 79G, 79H, 79I, 79J, 97F, 97G, 97H, 97I, 97J
<b>Unit 2:</b> 131I, 143I, 153I, 171I, 187I, 201I, 205I
<b>Unit 3:</b> 22I, 263C, 263I
<b>Unit 4:</b> 333I, 359I, 375I, 389C, 389I, 403I, 413I
<b>Unit 5:</b> 423I, 433I, 443I, 459I, 473I, 481I
<b>Unit 6:</b> 491I, 499I, 507I, 519I, 531I, 541I, 547I

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>23f. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Proofreading/editing. (ELA-2-E3)</b>
<b>Unit 1:</b> 31H, 47H, 65H, 79H
<b>Unit 2:</b> 131H, 143H, 153H, 171H, 187H, 201H, 205H
<b>Unit 3:</b> 239H, 255H, 263H, 287H, 307H, 319H
<b>Unit 4:</b> 333H, 359H, 375H, 389H, 403H
<b>Unit 5:</b> 423H, 433H, 443H, 459H, 473H, 481H
<b>Unit 6:</b> 491H, 499H, 531H, 547H

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>26a. Write for various purposes, including: Formal and informal letters that follow a specific letter format, include relevant information, and use an appropriate closure. (ELA-2-E6)</b>
<b>Unit 1:</b> 31F, 31G, 31H, 31I, 31J, 47F, 47G, 47H, 47I, 47J, 65F, 65G, 65H, 65I, 65J, 79F, 79G, 79H, 79I, 79J, 97F, 97G, 97H, 97I, 97J, 113F, 113G, 113H, 113I, 113J, 123F, 123G, 123H, 123I, 123J  <b>Unit 2:</b> 131F, 131G, 131H, 131I, 131J, 143F, 143G, 143H, 143I, 143J, 153F, 153G, 153H, 153I, 153J, 171F, 171G, 171H, 171I, 171J, 187F, 187G, 187H, 187I, 187J, 201F, 201G, 201H, 201I, 201J, 205F, 205G, 205H, 205I, 205J  <b>Unit 3:</b> 223F, 223G, 223H, 223I, 223J, 239F, 239G, 239H, 239I, 239J, 255F, 255G, 255H, 255I, 255J, 263F, 263G, 263H, 263I, 263J, 287F, 287G, 287H, 287I, 287J, 307F, 307G, 307H, 307I, 307J, 319F, 319G, 319H, 319I, 319J  <b>Unit 4:</b> 333F, 333G, 333H, 333I, 333J, 359F, 359G, 359H, 359I, 359J, 375F, 375G, 375H, 375I, 375J, 389F, 389G, 389H, 389I, 389J, 403F, 403G, 403H, 403I, 403J, 413F, 413G, 413H, 413I, 413J  <b>Unit 5:</b> 423F, 423G, 423H, 423I, 423J, 433F, 433G, 433H, 433I, 433J, 443F, 443G, 443H, 443I, 443J, 459F, 459G, 459H, 459I, 459J, 473F, 473G, 473H, 473I, 473J, 481F, 481G, 481H, 481I, 481J  <b>Unit 6:</b> 541F, 541G, 541H, 541I, 541J, 547F, 547G, 547H, 547I, 547J

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>30a. Write using standard English structure and usage, including: Using active and passive voices of verbs. (ELA-3-E3)</b>
<b>Unit 1:</b> 79F, 79G, 79H, 123F, 123G, 123H  <b>Unit 3:</b> 239F, 239G, 239H, 319F, 319G, 319H  <b>Unit 6:</b> 491F, 491G, 491H, 531F, 531G, 531H, 541F, 541G, 541H, 547F, 547G, 547H  <b>Language Arts Handbook:</b> 312, 313

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>31c. Apply knowledge of parts of speech in writing, including: Identifying and using verb tenses correctly, including present perfect, past perfect, and future perfect. (ELA-3-E4)</b>
<b>Unit 1:</b> 79F, 79G, 79H, 123F, 123G, 123H  <b>Unit 3:</b> 239F, 239G, 239H, 319F, 319G, 319H  <b>Unit 6:</b> 491F, 491G, 491H, 531F, 531G, 531H, 541F, 541G, 541H, 547F, 547G, 547H  <b>Language Arts Handbook:</b> 312, 313

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>31d. Apply knowledge of parts of speech in writing, including: Using grade-appropriate irregular verb tenses correctly. (ELA-3-E4)</b>
<b>Unit 1:</b> 79F, 79G, 79H, 123F, 123G, 123H
<b>Unit 3:</b> 239F, 239G, 239H, 319F, 319G, 319H
<b>Unit 6:</b> 491F, 491G, 491H, 531F, 531G, 531H, 541F, 541G, 541H, 547F, 547G, 547H
<b>Language Arts Handbook:</b> 312, 313

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>34. Adjust pacing to suit purpose, audience, and setting when speaking. (ELA-4-E1)</b>
<b>Unit 1:</b> 113C, 115B
<b>Unit 2:</b> 201C
<b>Unit 3:</b> 241B, 239I, 263D, 307I, 319C
<b>Unit 4:</b> 391B
<b>Unit 5:</b> 425B, 459C, 475B
<b>Unit 6:</b> 491I, 499I, 521B, 541C, 547D

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>36a. Deliver presentations that include the following: Information drawn from several sources and identification of the sources. (ELA-4-E4)</b>
<b>Unit 1:</b> 31G, 65I, 77C, 95E, 97G
<b>Unit 2:</b> 153G, 153H, 153I, 171F, 171G, 171H, 171I, 187F, 187G, 187H, 187I, 201G, 201H, 201I, 205F, 205G, 205H
<b>Unit 3:</b> 255G, 255H, 255I, 255J
<b>Unit 4:</b> 333F, 333G, 333H, 333I, 359F, 359H, 359I, 375H, 375I

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>36c. Deliver presentations that include the following: Details, examples, anecdotes, or statistics that explain or clarify information. (ELA-4-E4)</b>
<b>Unit 1:</b> 31G, 65I, 77C, 95E, 97G
<b>Unit 2:</b> 153G, 153H, 153I, 171F, 171G, 171H, 171I, 187F, 187G, 187H, 187I, 201G, 201H, 201I, 205F, 205G, 205H
<b>Unit 3:</b> 255G, 255H, 255I, 255J
<b>Unit 4:</b> 333F, 333G, 333H, 333I, 359F, 359H, 359I, 375H, 375I

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>36d. Deliver presentations that include the following: Information selected to persuade or influence the audience. (ELA-4-E4)</b>
<b>Unit 1:</b> 31G, 65I, 77C, 95E, 97G
<b>Unit 2:</b> 153G, 153H, 153I, 171F, 171G, 171H, 171I, 187F, 187G, 187H, 187I, 201G, 201H, 201I, 205F, 205G, 205H
<b>Unit 3:</b> 255G, 255H, 255I, 255J
<b>Unit 4:</b> 333F, 333G, 333H, 333I, 359F, 359H, 359I, 375H, 375I

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>41a. Locate information using organizational features of a variety of resources, including: Electronic information such as keyword searches, passwords, and entry menu features. (ELA-5-E1)</b>
<b>Unit 1:</b> 31D, 45F, 63F, 95E
<b>Unit 2:</b> 131D, 141E, 141F, 143D, 169F, 171C, 181E, 181F, 181G, 181H, 181I, 181J, 199E, 203E
<b>Unit 3:</b> 221C, 21E, 237E, 239D, 253F, 261D, 261F, 285F, 287D, 305F, 317E
<b>Unit 4:</b> 331E, 331F, 333D, 373F, 375D, 387E, 387F, 389D, 401F, 403D, 411F
<b>Unit 5:</b> 421F, 441E, 441F, 457E, 457F, 459D, 459E, 459F, 459G, 459H, 459I, 459J, 471F, 473D, 479E, 479F
<b>Unit 6:</b> 491D, 497F, 505E, 505F, 517F, 519D, 529F, 531C, 531D, 539E, 545F

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>42. Locate information using a broad variety of reference sources, including almanacs, atlases, newspapers, magazines, and brochures. (ELA-5-E1)</b>
<b>Unit 1:</b> 79C, 95E
<b>Unit 2:</b> 131D
<b>Unit 3:</b> 223E, 239E, 255E, 263E, 287D, 287E, 307E, 319E
<b>Unit 4:</b> 331E, 333D, 389D, 411F
<b>Unit 5:</b> 459G, 473G
<b>Unit 6:</b> 489F, 499I, 505F, 507I, 519D, 531D, 531I, 539E, 545F

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>43c. Evaluate the usefulness of information selected from multiple sources, including: Internet information. (ELA-5-E2)</b>
<b>Unit 1:</b> 47D, 65C
<b>Unit 2:</b> 187D, 205D
<b>Unit 3:</b> 208, 223A, 223D
<b>Unit 4:</b> 359C
<b>Unit 6:</b> 497F, 499D, 505E, 537

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>43d. Evaluate the usefulness of information selected from multiple sources, including: Community and government data. (ELA-5-E2)</b>
<b>Unit 1:</b> 47D, 65C
<b>Unit 2:</b> 187D, 205D
<b>Unit 3:</b> 208, 223A, 223D
<b>Unit 4:</b> 359C
<b>Unit 6:</b> 497F, 499D, 505E, 537

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>43e. Evaluate the usefulness of information selected from multiple sources, including: Interviews. (ELA-5-E2)</b>
<b>Unit 1:</b> 47D, 65C
<b>Unit 2:</b> 187D, 205D
<b>Unit 3:</b> 208, 223A, 223D
<b>Unit 4:</b> 359C
<b>Unit 6:</b> 497F, 499D, 505E, 537

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>43g. Evaluate the usefulness of information selected from multiple sources, including: Surveys. (ELA-5-E2)</b>
<b>Unit 1:</b> 47D, 65C
<b>Unit 2:</b> 187D, 205D
<b>Unit 3:</b> 208, 223A, 223D
<b>Unit 4:</b> 359C
<b>Unit 6:</b> 497F, 499D, 505E, 537



<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>44. Use keywords and phrases to take notes from oral, written, and electronic media sources. (ELA-5-E3)</b>
<b>Unit 1:</b> 47D, 65C
<b>Unit 2:</b> 187D, 205D
<b>Unit 3:</b> 208, 223A, 223D
<b>Unit 4:</b> 359C
<b>Unit 6:</b> 497F, 499D, 505E, 537

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>45. Paraphrase or summarize information from a variety of sources. (ELA-5-E3)</b>
<b>Unit 1:</b> 29F, 79C
<b>Unit 2:</b> 187C, 187D
<b>Unit 3:</b> 221C, 317F
<b>Unit 4:</b> 373E, 387F
<b>Unit 5:</b> 431D, 441C
<b>Unit 6:</b> 489D

<b>English Language Arts</b>
<b>Unit 2: Deep Thoughts</b>
<b>50. Read and interpret timelines, charts, graphs, schedules, tables, diagrams, and maps generated from grade-appropriate materials. (ELA-5-E6)</b>
<b>Unit 1:</b> 63F, 113D
<b>Unit 2:</b> 205D
<b>Unit 3:</b> 223D, 255D
<b>Unit 4:</b> 389D
<b>Unit 6:</b> 491C, 499D

### **Unit 3: Getting It Down on Paper**

<b>English Language Arts</b>
<b>Unit 3: Getting It Down on Paper</b>
<b>3. Determine word meanings, word choices, and pronunciations using a broad variety of reference aids such as dictionaries, thesauruses, synonyms finders, and reference software. (ELA-1-E1)</b>
<b>Unit 1:</b> 20N, 48N, 66N, 79D, 97D, 116N
<b>Unit 2:</b> 126N, 132M, 156N, 172N, 188N
<b>Unit 3:</b> 208N, 226K, 226N, 242N, 264N, 288N, 308N
<b>Unit 4:</b> 322N, 334L, 334N, 360N, 361, 375D, 378N, 392N, 406N
<b>Unit 5:</b> 416N, 426N, 434N, 446N, 476N
<b>Unit 6:</b> 484N, 492N, 502N, 508N, 522N, 532N, 542N

<b>English Language Arts</b>
<b>Unit 3: Getting It Down on Paper</b>
<b>8. Connect information in grade-appropriate texts to prior knowledge and real-life situation sin oral and written responses. (ELA-1-E6)</b>
<b>Unit 1:</b> 31, 47, 65, 79, 97, 113, 117, 119, 121, 121C, 123
<b>Unit 2:</b> 131, 143, 153, 171, 185C, 187, 189, 191, 193, 195, 197, 199, 201
<b>Unit 3:</b> 223, 230, 239, 242, 255, 263, 265, 267, 269, 271, 285C, 287, 307, 309, 311, 313, 317C
<b>Unit 4:</b> 324, 333, 359, 375, 379, 381, 383, 385, 387, 389, 394, 403, 413
<b>Unit 5:</b> 418, 423, 430, 433, 443, 459, 464, 473, 481
<b>Unit 6:</b> 491, 492, 493, 495, 497, 497C, 499, 507, 519, 531, 541, 547

<b>English Language Arts</b>
<b>Unit 3: Getting It Down on Paper</b>
<b>14e. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as: Comparing and contrasting story elements or information within and across texts. (ELA-7-E1)</b>
<b>Unit 1:</b> 39, 43, 45C, 79B
<b>Unit 2:</b> 131, 143, 143A, 146N, 153, 153A, 181, 187, 199D, 201A, 205
<b>Unit 3:</b> 253E, 285E, 319
<b>Unit 4:</b> 331D, 372, 389, 389A, 399, 403, 413
<b>Unit 5:</b> 433, 443, 459, 473, 481
<b>Unit 6:</b> 493, 497, 507, 513, 519, 531, 531A, 541, 547, 547A

<b>English Language Arts</b>
<b>Unit 3: Getting It Down on Paper</b>
<b>14f. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as: Identifying stated main ideas and supporting details. (ELA-7-E1)</b>
<b>Unit 1:</b> 29A, 45A, 63A, 77A, 83, 85, 87, 89, 91, 93, 95, 95A, 101, 103, 105, 107, 109, 111, 111A, 111C, 117, 119, 121, 121A, 121C
<b>Unit 2:</b> 126P, 127, 129, 129A, 129C, 132P, 133, 135, 137, 139, 141, 141A, 147, 149, 151, 151A, 157, 159, 161, 163, 165, 167, 169, 169A, 169C, 185A, 185C, 189, 191, 193, 195, 197, 199, 199A, 203, 203A
<b>Unit 3:</b> 209, 211, 213, 215, 217, 219, 221, 221A, 227, 229, 231, 237A, 237C, 253A, 261A, 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 285C, 305A, 309, 311, 313, 317A
<b>Unit 4:</b> 323, 325, 327, 329, 331, 331A, 335, 337, 339, 341, 343, 345, 347, 349, 351, 353, 355, 357, 357A, 373A, 379, 381, 383, 385, 387, 387A, 401A, 407, 409, 411, 411A, 411C
<b>Unit 5:</b> 416P, 417, 419, 421, 434P, 435, 437, 439, 441, 447, 449, 451, 457A
<b>Unit 6:</b> 485, 487, 489, 489A, 489C, 493, 495, 497, 497A, 497C, 503, 505, 505A, 517A, 523, 527, 529, 529A, 529C, 529E, 533, 535, 537, 539, 539A, 545A

<b>English Language Arts</b>
<b>Unit 3: Getting It Down on Paper</b>
<b>16. Distinguish an author’s purpose for writing, including entertaining, expressing an opinion, defending an argument, or conveying information. (ELA-7-E3)</b>
<b>Unit 3:</b> 233, 235, 237, 315, 317
<b>Unit 4:</b> 361, 363, 365, 373C
<b>Unit 5:</b> 431E, 434P, 435, 437, 439, 441, 446P, 453, 455, 457, 457D
<b>Unit 6:</b> 503, 505, 529E

<b>English Language Arts</b>
<b>Unit 3: Getting It Down on Paper</b>
<b>18. Explain how an author’s purpose influences organization of a text, word choice, and sentence structure. (ELA-7-E3)</b>
<b>Unit 3:</b> 233, 235, 237, 315, 317
<b>Unit 4:</b> 361, 363, 365, 373C
<b>Unit 5:</b> 431E, 434P, 435, 437, 439, 441, 446P, 453, 455, 457, 457D
<b>Unit 6:</b> 503, 505, 529E

<b>English Language Arts</b>
<b>Unit 3: Getting It Down on Paper</b>
<b>20a. Write compositions of at least three paragraphs organized with the following: A clearly stated central idea. (ELA-7-E1)</b>
<b>Unit 1:</b> 65E, 65F, 65G, 65H, 65I, 65J, 95E, 111F, 113E, 113F, 113G, 113H, 113I, 113J, 121E
<b>Unit 2:</b> 129E, 131E, 131F, 131G, 131H, 131I, 131J, 143E, 143F, 143G, 143H, 143I, 143J, 153E, 153F, 153G, 153H, 153I, 153J, 171E, 171F, 171G, 171H, 171I, 171J, 187E, 187F, 187G, 187H, 187I, 187J, 201E, 201F, 201G, 201H, 201I, 201J, 203D, 203F, 205E, 205F, 205G, 205H, 205I, 205J
<b>Unit 3:</b> 223E, 223F, 223G, 223H, 223I, 223J, 253E, 255E, 255F, 255G, 255H, 255I, 255J, 263E, 263F, 263G, 263H, 263I, 263J, 285D, 305D, 307E, 307F, 307G, 307H, 307I, 307J, 317C, 319E, 319F, 319G, 319H, 319I, 319J
<b>Unit 4:</b> 333E, 333F, 333G, 333H, 333I, 333J, 359E, 359F, 359G, 359H, 359I, 359J, 375E, 375F, 375G, 375H, 375I, 375J, 387F, 389E, 389F, 389G, 389H, 389I, 389J, 401D, 403E, 403F, 403G, 403H, 403I, 403J, 413E, 413F, 413G, 413H, 413I, 413J
<b>Unit 5:</b> 423E, 423F, 423G, 423H, 423I, 423J, 431D, 443E, 443F, 443G, 443H, 443I, 443J, 457C, 459E, 459F, 459G, 459H, 459I, 459J, 471D, 473E, 473F, 473G, 473H, 473I, 473J
<b>Unit 6:</b> 489D, 497D, 517D, 517E, 529D, 539D, 539E, 541E, 541F, 541G, 541H, 541I, 541J, 545D, 547E, 547F, 547G, 547H, 547I, 547J

<b>English Language Arts</b>
<b>Unit 3: Getting It Down on Paper</b>
<b>20b. Write compositions of at least three paragraphs organized with the following: An introduction and a conclusion. (ELA-7-E1)</b>
<p><b>Unit 1:</b> 65E, 65F, 65G, 65H, 65I, 65J, 95E, 111F, 113E, 113F, 113G, 113H, 113I, 113J, 121E</p> <p><b>Unit 2:</b> 129E, 131E, 131F&lt; 131G, 131H, 131I, 131J, 143E, 143F, 143G, 143H, 143I, 143J, 153E, 153F, 153G, 153H, 153I, 153J, 171E, 171F, 171G, 171H, 171I, 171J, 187E, 187F, 187G, 187H, 187I, 187J, 201E, 201F, 201G, 201H, 201I, 201J, 203D, 203F, 205E, 205F, 205G, 205H, 205I, 205J</p> <p><b>Unit 3:</b> 223E, 223F, 223G, 223H, 223I, 223J, 253E, 255E, 255F, 255G, 255H, 255I, 255J, 263E, 263F, 263G, 263H, 263I, 263J, 285D, 305D, 307E, 307F, 307G, 307H, 307I, 307J, 317C, 319E, 319F, 319G, 319H, 319I, 319J</p> <p><b>Unit 4:</b> 333E, 333F, 333G, 333H, 333I, 333J, 359E, 359F, 359G, 359H, 359I, 359J, 375E, 375F, 375G, 375H, 375I, 375J, 387F, 389E, 389F, 389G, 389H, 389I, 389J, 401D, 403E, 403F, 403G, 403H, 403I, 403J, 413E, 413F, 413G, 413H, 413I, 413J</p> <p><b>Unit 5:</b> 423E, 423F, 423G, 423H, 423I, 423J, 431D, 443E, 443F, 443G, 443H, 443I, 443J, 457C, 459E, 459F, 459G, 459H, 459I, 459J, 471D, 473E, 473F, 473G, 473H, 473I, 473J</p> <p><b>Unit 6:</b> 489D, 497D, 517D, 517E, 529D, 539D, 539E, 541E, 541F, 541G, 541H, 541I, 541J, 545D, 547E, 547F, 547G, 547H, 547I, 547J</p>

<b>English Language Arts</b>
<b>Unit 3: Getting It Down on Paper</b>
<b>20c. Write compositions of at least three paragraphs organized with the following: A middle developed with supporting details. (ELA-7-E1)</b>
<p><b>Unit 1:</b> 65E, 65F, 65G, 65H, 65I, 65J, 95E, 111F, 113E, 113F, 113G, 113H, 113I, 113J, 121E</p> <p><b>Unit 2:</b> 129E, 131E, 131F&lt; 131G, 131H, 131I, 131J, 143E, 143F, 143G, 143H, 143I, 143J, 153E, 153F, 153G, 153H, 153I, 153J, 171E, 171F, 171G, 171H, 171I, 171J, 187E, 187F, 187G, 187H, 187I, 187J, 201E, 201F, 201G, 201H, 201I, 201J, 203D, 203F, 205E, 205F, 205G, 205H, 205I, 205J</p> <p><b>Unit 3:</b> 223E, 223F, 223G, 223H, 223I, 223J, 253E, 255E, 255F, 255G, 255H, 255I, 255J, 263E, 263F, 263G, 263H, 263I, 263J, 285D, 305D, 307E, 307F, 307G, 307H, 307I, 307J, 317C, 319E, 319F, 319G, 319H, 319I, 319J</p> <p><b>Unit 4:</b> 333E, 333F, 333G, 333H, 333I, 333J, 359E, 359F, 359G, 359H, 359I, 359J, 375E, 375F, 375G, 375H, 375I, 375J, 387F, 389E, 389F, 389G, 389H, 389I, 389J, 401D, 403E, 403F, 403G, 403H, 403I, 403J, 413E, 413F, 413G, 413H, 413I, 413J</p> <p><b>Unit 5:</b> 423E, 423F, 423G, 423H, 423I, 423J, 431D, 443E, 443F, 443G, 443H, 443I, 443J, 457C, 459E, 459F, 459G, 459H, 459I, 459J, 471D, 473E, 473F, 473G, 473H, 473I, 473J</p> <p><b>Unit 6:</b> 489D, 497D, 517D, 517E, 529D, 539D, 539E, 541E, 541F, 541G, 541H, 541I, 541J, 545D, 547E, 547F, 547G, 547H, 547I, 547J</p>

<b>English Language Arts</b>
<b>Unit 3: Getting It Down on Paper</b>
<b>20d. Write compositions of at least three paragraphs organized with the following: A logical, sequential order. (ELA-7-E1)</b>
<p><b>Unit 1:</b> 65E, 65F, 65G, 65H, 65I, 65J, 95E, 111F, 113E, 113F, 113G, 113H, 113I, 113J, 121E</p> <p><b>Unit 2:</b> 129E, 131E, 131F&lt; 131G, 131H, 131I, 131J, 143E, 143F, 143G, 143H, 143I, 143J, 153E, 153F, 153G, 153H, 153I, 153J, 171E, 171F, 171G, 171H, 171I, 171J, 187E, 187F, 187G, 187H, 187I, 187J, 201E, 201F, 201G, 201H, 201I, 201J, 203D, 203F, 205E, 205F, 205G, 205H, 205I, 205J</p> <p><b>Unit 3:</b> 223E, 223F, 223G, 223H, 223I, 223J, 253E, 255E, 255F, 255G, 255H, 255I, 255J, 263E, 263F, 263G, 263H, 263I, 263J, 285D, 305D, 307E, 307F, 307G, 307H, 307I, 307J, 317C, 319E, 319F, 319G, 319H, 319I, 319J</p> <p><b>Unit 4:</b> 333E, 333F, 333G, 333H, 333I, 333J, 359E, 359F, 359G, 359H, 359I, 359J, 375E, 375F, 375G, 375H, 375I, 375J, 387F, 389E, 389F, 389G, 389H, 389I, 389J, 401D, 403E, 403F, 403G, 403H, 403I, 403J, 413E, 413F, 413G, 413H, 413I, 413J</p> <p><b>Unit 5:</b> 423E, 423F, 423G, 423H, 423I, 423J, 431D, 443E, 443F, 443G, 443H, 443I, 443J, 457C, 459E, 459F, 459G, 459H, 459I, 459J, 471D, 473E, 473F, 473G, 473H, 473I, 473J</p> <p><b>Unit 6:</b> 489D, 497D, 517D, 517E, 529D, 539D, 539E, 541E, 541F, 541G, 541H, 541I, 541J, 545D, 547E, 547F, 547G, 547H, 547I, 547J</p>

<b>English Language Arts</b>
<b>Unit 3: Getting It Down on Paper</b>
<b>20e. Write compositions of at least three paragraphs organized with the following: Transitional words and phrases that unify points and ideas. (ELA-7-E1)</b>
<p><b>Unit 1:</b> 65E, 65F, 65G, 65H, 65I, 65J, 95E, 111F, 113E, 113F, 113G, 113H, 113I, 113J, 121E</p> <p><b>Unit 2:</b> 129E, 131E, 131F&lt; 131G, 131H, 131I, 131J, 143E, 143F, 143G, 143H, 143I, 143J, 153E, 153F, 153G, 153H, 153I, 153J, 171E, 171F, 171G, 171H, 171I, 171J, 187E, 187F, 187G, 187H, 187I, 187J, 201E, 201F, 201G, 201H, 201I, 201J, 203D, 203F, 205E, 205F, 205G, 205H, 205I, 205J</p> <p><b>Unit 3:</b> 223E, 223F, 223G, 223H, 223I, 223J, 253E, 255E, 255F, 255G, 255H, 255I, 255J, 263E, 263F, 263G, 263H, 263I, 263J, 285D, 305D, 307E, 307F, 307G, 307H, 307I, 307J, 317C, 319E, 319F, 319G, 319H, 319I, 319J</p> <p><b>Unit 4:</b> 333E, 333F, 333G, 333H, 333I, 333J, 359E, 359F, 359G, 359H, 359I, 359J, 375E, 375F, 375G, 375H, 375I, 375J, 387F, 389E, 389F, 389G, 389H, 389I, 389J, 401D, 403E, 403F, 403G, 403H, 403I, 403J, 413E, 413F, 413G, 413H, 413I, 413J</p> <p><b>Unit 5:</b> 423E, 423F, 423G, 423H, 423I, 423J, 431D, 443E, 443F, 443G, 443H, 443I, 443J, 457C, 459E, 459F, 459G, 459H, 459I, 459J, 471D, 473E, 473F, 473G, 473H, 473I, 473J</p> <p><b>Unit 6:</b> 489D, 497D, 517D, 517E, 529D, 539D, 539E, 541E, 541F, 541G, 541H, 541I, 541J, 545D, 547E, 547F, 547G, 547H, 547I, 547J</p>

<b>English Language Arts</b>
<b>Unit 3: Getting It Down on Paper</b>
<b>22. Identify an audience for a specific writing assignment and select appropriate vocabulary, details, and information to create a tone or set the mood and to affect or manipulate the intended audience. (ELA-2-E2)</b>
<b>Unit 1:</b> 31H, 47F, 47J
<b>Unit 2:</b> 131G, 143G, 153G, 171G, 187G, 201G, 205G
<b>Unit 4:</b> 333G, 359G, 375G, 389G, 403G, 413G
<b>Unit 5:</b> 423G, 433G, 443G, 443H, 459G, 473G, 481G
<b>Unit 6:</b> 491G, 499G, 507G, 519G, 531G, 541G, 547G

<b>English Language Arts</b>
<b>Unit 3: Getting It Down on Paper</b>
<b>23a. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Selecting topic and form. (ELA-2-E3)</b>
<b>Unit 1:</b> 20N, 31B, 31C, 31F, 31G, 31H, 31I, 31J, 32M, 47B, 47F, 47G, 47H, 47I, 47J, 63E, 65B, 79B, 97B, 113B, 123B
<b>Unit 2:</b> 131B, 131C, 131F, 131G, 143B, 143F, 143G, 153B, 153F, 153G, 171B, 171F, 171G, 187B, 187F, 187G, 201B, 201F, 201G, 205B, 205F, 205G
<b>Unit 3:</b> 223B, 223C, 223F, 223G, 239B, 255B, 263B, 263F, 287B, 307B, 319B
<b>Unit 4:</b> 331A, 333B, 333F, 333G, 359B, 359F, 359G, 375B, 375F, 375G, 377B, 389B, 389F, 389G, 391A, 403F, 403G, 413B, 413F, 413G
<b>Unit 5:</b> 423F, 423G, 433F, 433G, 443F, 443G, 459F, 459G, 473F, 473G, 481F, 481G
<b>Unit 6:</b> 491B, 491F, 491G, 499B, 499F, 499G, 507B, 507F, 507G, 519B, 519F, 519G, 531B, 531F, 531G, 541B, 541F, 541G, 547B, 547F, 547G

<b>English Language Arts</b>
<b>Unit 3: Getting It Down on Paper</b>
<b>23b. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers). (ELA-2-E3)</b>
<b>Unit 1:</b> 20N, 31B, 31C, 31F, 31G, 31H, 31I, 31J, 32M, 47B, 47F, 47G, 47H, 47I, 47J, 63E, 65B, 79B, 97B, 113B, 123B
<b>Unit 2:</b> 131B, 131C, 131F, 131G, 143B, 143F, 143G, 153B, 153F, 153G, 171B, 171F, 171G, 187B, 187F, 187G, 201B, 201F, 201G, 205B, 205F, 205G
<b>Unit 3:</b> 223B, 223C, 223F, 223G, 239B, 255B, 263B, 263F, 287B, 307B, 319B
<b>Unit 4:</b> 331A, 333B, 333F, 333G, 359B, 359F, 359G, 375B, 375F, 375G, 377B, 389B, 389F, 389G, 391A, 403F, 403G, 413B, 413F, 413G
<b>Unit 5:</b> 423F, 423G, 433F, 433G, 443F, 443G, 459F, 459G, 473F, 473G, 481F, 481G
<b>Unit 6:</b> 491B, 491F, 491G, 499B, 499F, 499G, 507B, 507F, 507G, 519B, 519F, 519G, 531B, 531F, 531G, 541B, 541F, 541G, 547B, 547F, 547G

<b>English Language Arts</b>
<b>Unit 3: Getting It Down on Paper</b>
<b>23c. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Drafting. (ELA-2-E3)</b>
<b>Unit 1:</b> 31H, 47F, 47J
<b>Unit 2:</b> 131G, 143G, 153G, 171G, 187G, 201G, 205G
<b>Unit 4:</b> 333G, 359G, 375G, 389G, 403G, 413G
<b>Unit 5:</b> 423G, 433G, 443G, 443H, 459G, 473G, 481G
<b>Unit 6:</b> 491G, 499G, 507G, 519G, 531G, 541G, 547G

<b>English Language Arts</b>
<b>Unit 3: Getting It Down on Paper</b>
<b>23d. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Conferencing with peers and teachers. (ELA-2-E3)</b>
<b>Unit 1:</b> 31A, 47A, 65A, 79A, 79F, 79G, 79H, 79I, 79J, 97A, 97F, 97G, 97H, 97I, 97J, 113A, 123A
<b>Unit 2:</b> 131A, 143A, 151B, 153A, 153D, 171A, 187A, 201A, 205A
<b>Unit 3:</b> 223A, 239A, 255A, 263A, 263I, 287A, 307A, 319A
<b>Unit 4:</b> 333A, 359A, 359I, 375A, 375I, 389A, 389I, 403A, 403I, 413A, 413I
<b>Unit 5:</b> 423A, 423I, 433A, 43I, 443A, 443I, 459A, 459I, 473A, 473I, 481A, 481I
<b>Unit 6:</b> 491A, 491I, 499A, 499I, 501A, 507I, 519A, 519I, 531A, 531I, 541A, 541I, 547A, 547I

<b>English Language Arts</b>
<b>Unit 3: Getting It Down on Paper</b>
<b>23e. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics). (ELA-2-E3)</b>
<b>Unit 1:</b> 79F, 79G, 79H, 79I, 79J, 97F, 97G, 97H, 97I, 97J
<b>Unit 2:</b> 131I, 143I, 153I, 171I, 187I, 201I, 205I
<b>Unit 3:</b> 22I, 263C, 263I
<b>Unit 4:</b> 333I, 359I, 375I, 389C, 389I, 403I, 413I
<b>Unit 5:</b> 423I, 433I, 443I, 459I, 473I, 481I
<b>Unit 6:</b> 491I, 499I, 507I, 519I, 531I, 541I, 547I

<b>English Language Arts</b>
<b>Unit 3: Getting It Down on Paper</b>
<b>23f. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Proofreading/editing. (ELA-2-E3)</b>
<b>Unit 1:</b> 31H, 47H, 65H, 79H
<b>Unit 2:</b> 131H, 143H, 153H, 171H, 187H, 201H, 205H
<b>Unit 3:</b> 239H, 255H, 263H, 287H, 307H, 319H
<b>Unit 4:</b> 333H, 359H, 375H, 389H, 403H
<b>Unit 5:</b> 423H, 433H, 443H, 459H, 473H, 481H
<b>Unit 6:</b> 491H, 499H, 531H, 547H

<b>English Language Arts</b>
<b>Unit 3: Getting It Down on Paper</b>
<b>23g. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Publishing using available technology. (ELA-2-E3)</b>
<b>Unit 1:</b> 20D, 20M, 29A, 32D, 32M, 45A, 48D, 48N, 63A, 66D, 66M, 77A, 82D, 82M, 95A, 100D, 100M, 111A, 116D, 116M, 121A
<b>Unit 2:</b> 126D, 126M, 132D, 132M, 141A, 141F, 143D, 146D, 146M, 151A, 153D, 156D, 156M, 169A, 169F, 171D, 172D, 172P, 185A, 187D, 188D, 188M, 199A, 201D, 202D, 202N, 203A, 205D
<b>Unit 3:</b> 207F, 207P, 208D, 208O, 221A, 226D, 226N, 237A, 242D, 242P, 253A, 258D, 258M, 261A, 264D, 264M, 285A, 288D, 288O, 305A, 308D, 308O, 317A
<b>Unit 4:</b> 322D, 322O, 331A, 333J, 334D, 334M, 357A, 360D, 360N, 373A, 375J, 378D, 378O, 387A, 392D, 392N, 401A, 406D, 406M, 411A, 413J
<b>Unit 5:</b> 416D, 416P, 421A, 423J, 426D, 426P, 431A, 424D, 424M, 441A, 446D, 446M, 457A, 460D, 460M, 471A, 473D, 476D, 476M, 479A, 481J
<b>Unit 6:</b> 483P, 486D, 489A, 492D, 502D, 502P, 507J, 508D, 508P, 517A, 522D, 522P, 529A, 532D, 532M, 539A, 542D, 542M, 545A

<b>English Language Arts</b>
<b>Unit 3: Getting It Down on Paper</b>
<b>24. Develop paragraphs and compositions of at least three paragraphs using the various models (e.g., descriptive, narration, exposition, and persuasion), emphasizing narration and description. (ELA-2-E4)</b>
<b>Unit 1:</b> 31F, 31G, 31H, 31I, 31J, 47F, 47G, 47H, 47I, 47J, 65F, 65G, 65H, 65I, 65J, 79F, 79G, 79H, 79I, 79J, 97F, 97G, 97H, 97I, 97J, 113F, 113G, 113H, 113I, 113J, 123F, 123G, 123H, 123I, 123J
<b>Unit 2:</b> 131F, 131G, 131H, 131I, 131J, 143F, 143G, 143H, 143I, 143J, 153F, 153G, 153H, 153I, 153J, 171F, 171G, 171H, 171I, 171J, 187F, 187G, 187H, 187I, 187J, 201F, 201G, 201H, 201I, 201J, 205F, 205G, 205H, 205I, 205J
<b>Unit 3:</b> 223F, 223G, 223H, 223I, 223J, 239F, 239G, 239H, 239I, 239J, 255F, 255G, 255H, 255I, 255J, 263F, 263G, 263H, 263I, 263J, 287F, 287G, 287H, 287I, 287J, 307F, 307G, 307H, 307I, 307J, 319F, 319G, 319H, 319I, 319J
<b>Unit 4:</b> 333F, 333G, 333H, 333I, 333J, 359F, 359G, 359H, 359I, 359J, 375F, 375G, 375H, 375I, 375J, 389F, 389G, 389H, 389I, 389J, 403F, 403G, 403H, 403I, 403J, 413F, 413G, 413H, 413I, 413J
<b>Unit 5:</b> 423F, 423G, 423H, 423I, 423J, 433F, 433G, 433H, 433I, 433J, 443F, 443G, 443H, 443I, 443J, 459F, 459G, 459H, 459I, 459J, 473F, 473G, 473H, 473I, 473J, 481F, 481G, 481H, 481I, 481J
<b>Unit 6:</b> 541F, 541G, 541H, 541I, 541J, 547F, 547G, 547H, 547I, 547J



<b>English Language Arts</b>
<b>Unit 3: Getting It Down on Paper</b>
<b>26c. Write for various purposes, including: Book reports that include an opinion and/or persuasive viewpoint. (ELA-2-E6)</b>
<b>Unit 1:</b> 31F, 31G, 31H, 31I, 31J, 47F, 47G, 47H, 47I, 47J, 65F, 65G, 65H, 65I, 65J, 79F, 79G, 79H, 79I, 79J, 97F, 97G, 97H, 97I, 97J, 113F, 113G, 113H, 113I, 113J, 123F, 123G, 123H, 123I, 123J  <b>Unit 2:</b> 131F, 131G, 131H, 131I, 131J, 143F, 143G, 143H, 143I, 143J, 153F, 153G, 153H, 153I, 153J, 171F, 171G, 171H, 171I, 171J, 187F, 187G, 187H, 187I, 187J, 201F, 201G, 201H, 201I, 201J, 205F, 205G, 205H, 205I, 205J  <b>Unit 3:</b> 223F, 223G, 223H, 223I, 223J, 239F, 239G, 239H, 239I, 239J, 255F, 255G, 255H, 255I, 255J, 263F, 263G, 263H, 263I, 263J, 287F, 287G, 287H, 287I, 287J, 307F, 307G, 307H, 307I, 307J, 319F, 319G, 319H, 319I, 319J  <b>Unit 4:</b> 333F, 333G, 333H, 333I, 333J, 359F, 359G, 359H, 359I, 359J, 375F, 375G, 375H, 375I, 375J, 389F, 389G, 389H, 389I, 389J, 403F, 403G, 403H, 403I, 403J, 413F, 413G, 413H, 413I, 413J  <b>Unit 5:</b> 423F, 423G, 423H, 423I, 423J, 433F, 433G, 433H, 433I, 433J, 443F, 443G, 443H, 443I, 443J, 459F, 459G, 459H, 459I, 459J, 473F, 473G, 473H, 473I, 473J, 481F, 481G, 481H, 481I, 481J  <b>Unit 6:</b> 541F, 541G, 541H, 541I, 541J, 547F, 547G, 547H, 547I, 547J

<b>English Language Arts</b>
<b>Unit 3: Getting It Down on Paper</b>
<b>27. Write legibly in standard cursive or printed form, indenting paragraphs appropriately, using standard margins, and demonstrating fluency. (ELA-3-E1)</b>
<b>Unit 1:</b> 31J, 47J, 65J, 79J, 97J, 113J, 123J  <b>Unit 2:</b> 131J, 143J, 153J, 171J, 187J, 201J, 205J  <b>Unit 3:</b> 223J, 239J, 255J, 263J, 287J, 307J, 319J  <b>Unit 4:</b> 333J, 359J, 375J, 389J, 403J, 413J  <b>Unit 5:</b> 423J, 433J, 443J, 459J, 473J, 481J  <b>Unit 6:</b> 491J, 499J, 507J, 519J, 531J, 541J, 547J

<b>English Language Arts</b>
<b>Unit 3: Getting It Down on Paper</b>
<b>28. Use standard English punctuation, including apostrophes in contractions and in the possessive case of singular and plural nouns. (ELA-3-E2)</b>
<b>Unit 1:</b> 47F, 47G, 47H, 116K, 116L, 123F, 123G, 123H  <b>Unit 2:</b> 171F, 171G, 171H, 172K, 172L, 201F, 201G, 201H, 205F, 205G, 205H  <b>Unit 3:</b> 223F, 223G, 223H, 242L, 258K, 258L, 319F, 319G, 319H  <b>Unit 4:</b> 375F, 375G, 375H, 403F, 403G, 403H, 413F, 413G, 413H  <b>Unit 5:</b> 416K, 416L  <b>Unit 6:</b> 499E, 499F, 499G, 499H, 508K, 508L, 547E, 547F, 547G, 547H

<b>English Language Arts</b>
<b>Unit 3: Getting It Down on Paper</b>
<b>29. Capitalize greetings, titles of respect, and titles of books, articles, chapters, movies, and songs. (ELA-3-E2)</b>
<b>Unit 1:</b> 113F
<b>Unit 2:</b> 143F, 143G, 143H, 205F, 205G, 205H
<b>Unit 3:</b> 223J, 242L
<b>Unit 4:</b> 334K, 334L
<b>Unit 6:</b> 484K, 484L, 499E, 499F, 499G, 499H, 502K, 502L, 532K, 532L, 547E, 547F, 547G, 547H

<b>English Language Arts</b>
<b>Unit 3: Getting It Down on Paper</b>
<b>30a. Write using standard English structure and usage, including: Using active and passive voices of verbs. (ELA-3-E3)</b>
<b>Unit 1:</b> 79F, 79G, 79H, 123F, 123G, 123H
<b>Unit 3:</b> 239F, 239G, 239H, 319F, 319G, 319H
<b>Unit 6:</b> 491F, 491G, 491H, 531F, 531G, 531H, 541F, 541G, 541H, 547F, 547G, 547H
<b>Language Arts Handbook:</b> 312, 313

<b>English Language Arts</b>
<b>Unit 3: Getting It Down on Paper</b>
<b>30b. Write using standard English structure and usage, including: Avoiding writing with sentence fragments and run-on sentences. (ELA-3-E3)</b>
<b>Unit 2:</b> 131F, 131G, 131H, 205F, 205G, 205H
<b>Unit 5:</b> 459F, 459G, 459H, 481F, 481G, 481H
<b>Unit 6:</b> 519F, 519G, 519H, 547F, 547G, 547H
<b>Language Arts Handbook:</b> 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347

<b>English Language Arts</b>
<b>Unit 3: Getting It Down on Paper</b>
<b>31b. Apply knowledge of parts of speech in writing, including: Identifying and using transitive and intransitive verbs correctly. (ELA-3-E4)</b>
<b>Unit 1:</b> 79F, 79G, 79H, 123F, 123G, 123H
<b>Unit 3:</b> 239F, 239G, 239H, 319F, 319G, 319H
<b>Unit 6:</b> 491F, 491G, 491H, 531F, 531G, 531H, 541F, 541G, 541H, 547F, 547G, 547H
<b>Language Arts Handbook:</b> 312, 313

<b>English Language Arts</b>
<b>Unit 3: Getting It Down on Paper</b>
<b>31c. Apply knowledge of parts of speech in writing, including: Identifying and using verb tenses correctly, including present perfect, past perfect, and future perfect. (ELA-3-E4)</b>
<b>Unit 1:</b> 79F, 79G, 79H, 123F, 123G, 123H
<b>Unit 3:</b> 239F, 239G, 239H, 319F, 319G, 319H
<b>Unit 6:</b> 491F, 491G, 491H, 531F, 531G, 531H, 541F, 541G, 541H, 547F, 547G, 547H
<b>Language Arts Handbook:</b> 312, 313

<b>English Language Arts</b>
<b>Unit 3: Getting It Down on Paper</b>
<b>31d. Apply knowledge of parts of speech in writing, including: Using grade-appropriate irregular verb tenses correctly. (ELA-3-E4)</b>
<b>Unit 1:</b> 79F, 79G, 79H, 123F, 123G, 123H
<b>Unit 3:</b> 239F, 239G, 239H, 319F, 319G, 319H
<b>Unit 6:</b> 491F, 491G, 491H, 531F, 531G, 531H, 541F, 541G, 541H, 547F, 547G, 547H
<b>Language Arts Handbook:</b> 312, 313

<b>English Language Arts</b>
<b>Unit 3: Getting It Down on Paper</b>
<b>36d. Deliver presentations that include the following: Information selected to persuade or influence the audience. (ELA-4-E4)</b>
<b>Unit 1:</b> 31G, 65I, 77C, 95E, 97G
<b>Unit 2:</b> 153G, 153H, 153I, 171F, 171G, 171H, 171I, 187F, 187G, 187H, 187I, 201G, 201H, 201I, 205F, 205G, 205H
<b>Unit 3:</b> 255G, 255H, 255I, 255J
<b>Unit 4:</b> 333F, 333G, 333H, 333I, 359F, 359H, 359I, 375H, 375I

<b>English Language Arts</b>
<b>Unit 3: Getting It Down on Paper</b>
<b>37. Demonstrate active listening strategies, including asking questions, responding to cues, and making eye contact. (ELA-4-E5)</b>
<b>Unit 1:</b> 31I, 123C
<b>Unit 2:</b> 131I, 187I, 205C
<b>Unit 3:</b> 223I, 307C, 319C
<b>Unit 4:</b> 401F, 403I, 413C
<b>Unit 5:</b> 423I, 481C
<b>Unit 6:</b> 531I, 541I, 547C

<b>English Language Arts</b>
<b>Unit 3: Getting It Down on Paper</b>
<b>39. Listen to and critique messages such as advertising that are communicated in a variety of mediums, including television and print. (ELA-4-E6)</b>
<b>Unit 5:</b> 423C
<b>Unit 6:</b> 536, 542

<b>English Language Arts</b>
<b>Unit 3: Getting It Down on Paper</b>
<b>41a. Locate information using organizational features of a variety of resources, including: Electronic information such as keyword searches, passwords, and entry menu features. (ELA-5-E1)</b>
<b>Unit 1:</b> 31D, 45F, 63F, 95E
<b>Unit 2:</b> 131D, 141E, 141F, 143D, 169F, 171C, 181E, 181F, 181G, 181H, 181I, 181J, 199E, 203E
<b>Unit 3:</b> 221C, 21E, 237E, 239D, 253F, 261D, 261F, 285F, 287D, 305F, 317E
<b>Unit 4:</b> 331E, 331F, 333D, 373F, 375D, 387E, 387F, 389D, 401F, 403D, 411F
<b>Unit 5:</b> 421F, 441E, 441F, 457E, 457F, 459D, 459E, 459F, 459G, 459H, 459I, 459J, 471F, 473D, 479E, 479F
<b>Unit 6:</b> 491D, 497F, 505E, 505F, 517F, 519D, 529F, 531C, 531D, 539E, 545F

<b>English Language Arts</b>
<b>Unit 3: Getting It Down on Paper</b>
<b>43c. Evaluate the usefulness of information selected from multiple sources, including: Internet information. (ELA-5-E2)</b>
<b>Unit 1:</b> 47D, 65C
<b>Unit 2:</b> 187D, 205D
<b>Unit 3:</b> 208, 223A, 223D
<b>Unit 4:</b> 359C
<b>Unit 6:</b> 497F, 499D, 505E, 537

<b>English Language Arts</b>
<b>Unit 3: Getting It Down on Paper</b>
<b>47. Use electronic and print resources (e.g., spelling, grammar, and thesaurus checks) to revise and publish book reviews and research reports. (ELA-5-E4)</b>
<b>Unit 1:</b> 29F, 31D, 45F, 63F, 77F, 79D, 79G, 79H, 79I, 79J, 95E, 97G, 97H, 97I, 97J, 111F, 113D, 123C, 123G, 123H, 123I, 123J
<b>Unit 2:</b> 131D, 141E, 141F, 169F, 171C, 187E, 187F, 187G, 187H, 187I, 187J, 199E, 203E
<b>Unit 3:</b> 221C, 221E, 237E, 239D, 253F, 261D, 261F, 285F, 287F, 305F, 317E
<b>Unit 4:</b> 331E, 331F, 333D, 373F, 375D, 387E, 387F, 389D, 401F, 403D, 411F
<b>Unit 5:</b> 421F, 441E, 441F, 457E, 457F, 459D, 459E, 459F, 459G, 459H, 459I, 459J, 471F, 473D, 479E, 479F
<b>Unit 6:</b> 491D, 497F, 505E, 505F, 517F, 519D, 529F, 531C, 531D, 539E, 545F

<b>English Language Arts</b>
<b>Unit 3: Getting It Down on Paper</b>
<b>48. Create a list of sources (e.g., books, encyclopedias, online resources) following a specified format. (ELA-5-E5)</b>
<b>Unit 1:</b> 31D
<b>Unit 2:</b> 131D
<b>Unit 3:</b> 239D, 287D
<b>Unit 4:</b> 333D, 375D, 403D
<b>Unit 5:</b> 459D, 473D
<b>Unit 6:</b> 531D, 541D

#### **Unit 4: Information Detectives**

<b>English Language Arts</b>
<b>Unit 4: Information Detectives</b>
<b>14a. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as: Sequencing events and steps in process. (ELA-7-E1)</b>
<b>Unit 3:</b> 263B, 319B
<b>Unit 4:</b> 333B, 375A, 389B, 413I
<b>Unit 5:</b> 423B, 473B, 481C
<b>Unit 6:</b> 491B, 519B

<b>English Language Arts</b>
<b>Unit 4: Information Detectives</b>
<b>14f. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as: Identifying stated main ideas and supporting details. (ELA-7-E1)</b>
<b>Unit 1:</b> 29A, 45A, 63A, 77A, 83, 85, 87, 89, 91, 93, 95, 95A, 101, 103, 105, 107, 109, 111, 111A, 111C, 117, 119, 121, 121A, 121C
<b>Unit 2:</b> 126P, 127, 129, 129A, 129C, 132P, 133, 135, 137, 139, 141, 141A, 147, 149, 151, 151A, 157, 159, 161, 163, 165, 167, 169, 169A, 169C, 185A, 185C, 189, 191, 193, 195, 197, 199, 199A, 203, 203A
<b>Unit 3:</b> 209, 211, 213, 215, 217, 219, 221, 221A, 227, 229, 231, 237A, 237C, 253A, 261A, 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 285C, 305A, 309, 311, 313, 317A
<b>Unit 4:</b> 323, 325, 327, 329, 331, 331A, 335, 337, 339, 341, 343, 345, 347, 349, 351, 353, 355, 357, 357A, 373A, 379, 381, 383, 385, 387, 387A, 401A, 407, 409, 411, 411A, 411C
<b>Unit 5:</b> 416P, 417, 419, 421, 434P, 435, 437, 439, 441, 447, 449, 451, 457A
<b>Unit 6:</b> 485, 487, 489, 489A, 489C, 493, 495, 497, 497A, 497C, 503, 505, 505A, 517A, 523, 527, 529, 529A, 529C, 529E, 533, 535, 537, 539, 539A, 545A

<b>English Language Arts</b>
<b>Unit 4: Information Detectives</b>
<b>19b. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Skimming and scanning texts for various purposes (e.g., locating information, verifying facts). (ELA-7-E4)</b>
<b>Unit 1:</b> 20M, 32M, 48M, 66M, 92M, 100M, 116M
<b>Unit 2:</b> 126M, 132M, 146M, 156M, 172M, 188M, 202M
<b>Unit 3:</b> 208M, 226M, 242M, 258M, 264M, 288M, 308M
<b>Unit 4:</b> 322M, 334M, 360M, 378M, 392M, 406M
<b>Unit 5:</b> 416M, 426M, 434M, 446M, 460M, 476M
<b>Unit 6:</b> 484M, 492M, 502M, 508M, 522M, 532M, 542M

<b>English Language Arts</b>
<b>Unit 4: Information Detectives</b>
<b>19d. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Generating questions to guide examination of topics in texts and real-life situations. (ELA-7-E4)</b>
<b>Unit 1:</b> 19P, 29A, 45A, 63A, 77A, 95A, 111A, 121A, 123A
<b>Unit 2:</b> 129A, 141A, 151A, 169A, 185A, 187I, 199A, 203A
<b>Unit 3:</b> 221A, 223I, 237A, 253A, 261A, 285A, 287I, 305A, 307C, 317A, 319C
<b>Unit 4:</b> 331A, 357A, 387A, 401A, 403I, 411A, 413C
<b>Unit 5:</b> 421A, 423I, 431A, 441A, 457A, 471A, 479A, 481C
<b>Unit 6:</b> 489A, 497A, 505A, 517A, 529A, 531I, 539A, 541I, 545A, 547C

<b>English Language Arts</b>
<b>Unit 4: Information Detectives</b>
<b>23a. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Selecting topic and form. (ELA-2-E3)</b>
<b>Unit 1:</b> 20N, 31B, 31C, 31F, 31G, 31H, 31I, 31J, 32M, 47B, 47F, 47G, 47H, 47I, 47J, 63E, 65B, 79B, 97B, 113B, 123B
<b>Unit 2:</b> 131B, 131C, 131F, 131G, 143B, 143F, 143G, 153B, 153F, 153G, 171B, 171F, 171G, 187B, 187F, 187G, 201B, 201F, 201G, 205B, 205F, 205G
<b>Unit 3:</b> 223B, 223C, 223F, 223G, 239B, 255B, 263B, 263F, 287B, 307B, 319B
<b>Unit 4:</b> 331A, 333B, 333F, 333G, 359B, 359F, 359G, 375B, 375F, 375G, 377B, 389B, 389F, 389G, 391A, 403F, 403G, 413B, 413F, 413G
<b>Unit 5:</b> 423F, 423G, 433F, 433G, 443F, 443G, 459F, 459G, 473F, 473G, 481F, 481G
<b>Unit 6:</b> 491B, 491F, 491G, 499B, 499F, 499G, 507B, 507F, 507G, 519B, 519F, 519G, 531B, 531F, 531G, 541B, 541F, 541G, 547B, 547F, 547G

<b>English Language Arts</b>
<b>Unit 4: Information Detectives</b>
<b>23b. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers). (ELA-2-E3)</b>
<b>Unit 1:</b> 20N, 31B, 31C, 31F, 31G, 31H, 31I, 31J, 32M, 47B, 47F, 47G, 47H, 47I, 47J, 63E, 65B, 79B, 97B, 113B, 123B
<b>Unit 2:</b> 131B, 131C, 131F, 131G, 143B, 143F, 143G, 153B, 153F, 153G, 171B, 171F, 171G, 187B, 187F, 187G, 201B, 201F, 201G, 205B, 205F, 205G
<b>Unit 3:</b> 223B, 223C, 223F, 223G, 239B, 255B, 263B, 263F, 287B, 307B, 319B
<b>Unit 4:</b> 331A, 333B, 333F, 333G, 359B, 359F, 359G, 375B, 375F, 375G, 377B, 389B, 389F, 389G, 391A, 403F, 403G, 413B, 413F, 413G
<b>Unit 5:</b> 423F, 423G, 433F, 433G, 443F, 443G, 459F, 459G, 473F, 473G, 481F, 481G
<b>Unit 6:</b> 491B, 491F, 491G, 499B, 499F, 499G, 507B, 507F, 507G, 519B, 519F, 519G, 531B, 531F, 531G, 541B, 541F, 541G, 547B, 547F, 547G

<b>English Language Arts</b>
<b>Unit 4: Information Detectives</b>
<b>23c. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Drafting. (ELA-2-E3)</b>
<b>Unit 1:</b> 31H, 47F, 47J
<b>Unit 2:</b> 131G, 143G, 153G, 171G, 187G, 201G, 205G
<b>Unit 4:</b> 333G, 359G, 375G, 389G, 403G, 413G
<b>Unit 5:</b> 423G, 433G, 443G, 443H, 459G, 473G, 481G
<b>Unit 6:</b> 491G, 499G, 507G, 519G, 531G, 541G, 547G

<b>English Language Arts</b>
<b>Unit 4: Information Detectives</b>
<b>23d. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Conferencing with peers and teachers. (ELA-2-E3)</b>
<b>Unit 1:</b> 31A, 47A, 65A, 79A, 79F, 79G, 79H, 79I, 79J, 97A, 97F, 97G, 97H, 97I, 97J, 113A, 123A
<b>Unit 2:</b> 131A, 143A, 151B, 153A, 153D, 171A, 187A, 201A, 205A
<b>Unit 3:</b> 223A, 239A, 255A, 263A, 263I, 287A, 307A, 319A
<b>Unit 4:</b> 333A, 359A, 359I, 375A, 375I, 389A, 389I, 403A, 403I, 413A, 413I
<b>Unit 5:</b> 423A, 423I, 433A, 43I, 443A, 443I, 459A, 459I, 473A, 473I, 481A, 481I
<b>Unit 6:</b> 491A, 491I, 499A, 499I, 501A, 507I, 519A, 519I, 531A, 531I, 541A, 541I, 547A, 547I

<b>English Language Arts</b>
<b>Unit 4: Information Detectives</b>
<b>23e. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Revising based on feedback and use of various tools (e.g., LEAP21 Writer’s Checklist, rubrics). (ELA-2-E3)</b>
<b>Unit 1:</b> 79F, 79G, 79H, 79I, 79J, 97F, 97G, 97H, 97I, 97J
<b>Unit 2:</b> 131I, 143I, 153I, 171I, 187I, 201I, 205I
<b>Unit 3:</b> 22I, 263C, 263I
<b>Unit 4:</b> 333I, 359I, 375I, 389C, 389I, 403I, 413I
<b>Unit 5:</b> 423I, 433I, 443I, 459I, 473I, 481I
<b>Unit 6:</b> 491I, 499I, 507I, 519I, 531I, 541I, 547I

<b>English Language Arts</b>
<b>Unit 4: Information Detectives</b>
<b>23f. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Proofreading/editing. (ELA-2-E3)</b>
<b>Unit 1:</b> 31H, 47H, 65H, 79H
<b>Unit 2:</b> 131H, 143H, 153H, 171H, 187H, 201H, 205H
<b>Unit 3:</b> 239H, 255H, 263H, 287H, 307H, 319H
<b>Unit 4:</b> 333H, 359H, 375H, 389H, 403H
<b>Unit 5:</b> 423H, 433H, 443H, 459H, 473H, 481H
<b>Unit 6:</b> 491H, 499H, 531H, 547H

<b>English Language Arts</b>
<b>Unit 4: Information Detectives</b>
<b>23g. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Publishing using available technology. (ELA-2-E3)</b>
<b>Unit 1:</b> 20D, 20M, 29A, 32D, 32M, 45A, 48D, 48N, 63A, 66D, 66M, 77A, 82D, 82M, 95A, 100D, 100M, 111A, 116D, 116M, 121A
<b>Unit 2:</b> 126D, 126M, 132D, 132M, 141A, 141F, 143D, 146D, 146M, 151A, 153D, 156D, 156M, 169A, 169F, 171D, 172D, 172P, 185A, 187D, 188D, 188M, 199A, 201D, 202D, 202N, 203A, 205D
<b>Unit 3:</b> 207F, 207P, 208D, 208O, 221A, 226D, 226N, 237A, 242D, 242P, 253A, 258D, 258M, 261A, 264D, 264M, 285A, 288D, 288O, 305A, 308D, 308O, 317A
<b>Unit 4:</b> 322D, 322O, 331A, 333J, 334D, 334M, 357A, 360D, 360N, 373A, 375J, 378D, 378O, 387A, 392D, 392N, 401A, 406D, 406M, 411A, 413J
<b>Unit 5:</b> 416D, 416P, 421A, 423J, 426D, 426P, 431A, 424D, 424M, 441A, 446D, 446M, 457A, 460D, 460M, 471A, 473D, 476D, 476M, 479A, 481J
<b>Unit 6:</b> 483P, 486D, 489A, 492D, 502D, 502P, 507J, 508D, 508P, 517A, 522D, 522P, 529A, 532D, 532M, 539A, 542D, 542M, 545A



<b>English Language Arts</b>
<b>Unit 4: Information Detectives</b>
<b>26b. Write for various purposes, including: Informational reports that include facts and examples and that present important details in a logical order. (ELA-2-E6)</b>
<b>Unit 1:</b> 31F, 31G, 31H, 31I, 31J, 47F, 47G, 47H, 47I, 47J, 65F, 65G, 65H, 65I, 65J, 79F, 79G, 79H, 79I, 79J, 97F, 97G, 97H, 97I, 97J, 113F, 113G, 113H, 113I, 113J, 123F, 123G, 123H, 123I, 123J  <b>Unit 2:</b> 131F, 131G, 131H, 131I, 131J, 143F, 143G, 143H, 143I, 143J, 153F, 153G, 153H, 153I, 153J, 171F, 171G, 171H, 171I, 171J, 187F, 187G, 187H, 187I, 187J, 201F, 201G, 201H, 201I, 201J, 205F, 205G, 205H, 205I, 205J  <b>Unit 3:</b> 223F, 223G, 223H, 223I, 223J, 239F, 239G, 239H, 239I, 239J, 255F, 255G, 255H, 255I, 255J, 263F, 263G, 263H, 263I, 263J, 287F, 287G, 287H, 287I, 287J, 307F, 307G, 307H, 307I, 307J, 319F, 319G, 319H, 319I, 319J  <b>Unit 4:</b> 333F, 333G, 333H, 333I, 333J, 359F, 359G, 359H, 359I, 359J, 375F, 375G, 375H, 375I, 375J, 389F, 389G, 389H, 389I, 389J, 403F, 403G, 403H, 403I, 403J, 413F, 413G, 413H, 413I, 413J  <b>Unit 5:</b> 423F, 423G, 423H, 423I, 423J, 433F, 433G, 433H, 433I, 433J, 443F, 443G, 443H, 443I, 443J, 459F, 459G, 459H, 459I, 459J, 473F, 473G, 473H, 473I, 473J, 481F, 481G, 481H, 481I, 481J  <b>Unit 6:</b> 541F, 541G, 541H, 541I, 541J, 547F, 547G, 547H, 547I, 547J

<b>English Language Arts</b>
<b>Unit 4: Information Detectives</b>
<b>34. Adjust pacing to suit purpose, audience, and setting when speaking. (ELA-4-E1)</b>
<b>Unit 1:</b> 113C, 115B  <b>Unit 2:</b> 201C  <b>Unit 3:</b> 241B, 239I, 263D, 307I, 319C  <b>Unit 4:</b> 391B  <b>Unit 5:</b> 425B, 459C, 475B  <b>Unit 6:</b> 491I, 499I, 521B, 541C, 547D

<b>English Language Arts</b>
<b>Unit 4: Information Detectives</b>
<b>35. Interpret, follow, and give multi-step directions. (ELA-4-E2)</b>
<b>Unit 3:</b> 263B, 319B  <b>Unit 4:</b> 333B, 389B  <b>Unit 5:</b> 423B, 473B  <b>Unit 6:</b> 491B, 519B

<b>English Language Arts</b>
<b>Unit 4: Information Detectives</b>
<b>36a. Deliver presentations that include the following: Information drawn from several sources and identification of the sources. (ELA-4-E4)</b>
<b>Unit 1:</b> 31G, 65I, 77C, 95E, 97G  <b>Unit 2:</b> 153G, 153H, 153I, 171F, 171G, 171H, 171I, 187F, 187G, 187H, 187I, 201G, 201H, 201I, 205F, 205G, 205H  <b>Unit 3:</b> 255G, 255H, 255I, 255J  <b>Unit 4:</b> 333F, 333G, 333H, 333I, 359F, 359H, 359I, 375H, 375I

<b>English Language Arts</b>
<b>Unit 4: Information Detectives</b>
<b>36b. Deliver presentations that include the following: Effective introductions and conclusions. (ELA-4-E4)</b>
<b>Unit 1:</b> 31G, 65I, 77C, 95E, 97G
<b>Unit 2:</b> 153G, 153H, 153I, 171F, 171G, 171H, 171I, 187F, 187G, 187H, 187I, 201G, 201H, 201I, 205F, 205G, 205H
<b>Unit 3:</b> 255G, 255H, 255I, 255J
<b>Unit 4:</b> 333F, 333G, 333H, 333I, 359F, 359H, 359I, 375H, 375I

<b>English Language Arts</b>
<b>Unit 4: Information Detectives</b>
<b>36c. Deliver presentations that include the following: Details, examples, anecdotes, or statistics that explain or clarify information. (ELA-4-E4)</b>
<b>Unit 1:</b> 31G, 65I, 77C, 95E, 97G
<b>Unit 2:</b> 153G, 153H, 153I, 171F, 171G, 171H, 171I, 187F, 187G, 187H, 187I, 201G, 201H, 201I, 205F, 205G, 205H
<b>Unit 3:</b> 255G, 255H, 255I, 255J
<b>Unit 4:</b> 333F, 333G, 333H, 333I, 359F, 359H, 359I, 375H, 375I

<b>English Language Arts</b>
<b>Unit 4: Information Detectives</b>
<b>37. Demonstrate active listening strategies, including asking questions, responding to cues, and making eye contact. (ELA-4-E5)</b>
<b>Unit 1:</b> 31I, 123C
<b>Unit 2:</b> 131I, 187I, 205C
<b>Unit 3:</b> 223I, 307C, 319C
<b>Unit 4:</b> 401F, 403I, 413C
<b>Unit 5:</b> 423I, 481C
<b>Unit 6:</b> 531I, 541I, 547C

<b>English Language Arts</b>
<b>Unit 4: Information Detectives</b>
<b>38. Adjust speaking content according to the needs of the audience. (ELA-4-E5)</b>
<b>Unit 2:</b> 201C
<b>Unit 4:</b> 403C, 413C, 413H
<b>Unit 5:</b> 459C, 481C
<b>Unit 6:</b> 531C, 541C, 547D

<b>English Language Arts</b>
<b>Unit 4: Information Detectives</b>
<b>41a. Locate information using organizational features of a variety of resources, including: Electronic information such as keyword searches, passwords, and entry menu features. (ELA-5-E1)</b>
<b>Unit 1:</b> 31D, 45F, 63F, 95E
<b>Unit 2:</b> 131D, 141E, 141F, 143D, 169F, 171C, 181E, 181F, 181G, 181H, 181I, 181J, 199E, 203E
<b>Unit 3:</b> 221C, 21E, 237E, 239D, 253F, 261D, 261F, 285F, 287D, 305F, 317E
<b>Unit 4:</b> 331E, 331F, 333D, 373F, 375D, 387E, 387F, 389D, 401F, 403D, 411F
<b>Unit 5:</b> 421F, 441E, 441F, 457E, 457F, 459D, 459E, 459F, 459G, 459H, 459I, 459J, 471F, 473D, 479E, 479F
<b>Unit 6:</b> 491D, 497F, 505E, 505F, 517F, 519D, 529F, 531C, 531D, 539E, 545F

<b>English Language Arts</b>
<b>Unit 4: Information Detectives</b>
<b>41b. Locate information using organizational features of a variety of resources, including: Print materials such as indices, glossaries, table of contents, title pages, and map legends. (ELA-5-E1)</b>
<b>Unit 1:</b> 31D, 45F, 63F, 95E
<b>Unit 2:</b> 131D, 141E, 141F, 143D, 169F, 171C, 181E, 181F, 181G, 181H, 181I, 181J, 199E, 203E
<b>Unit 3:</b> 221C, 21E, 237E, 239D, 253F, 261D, 261F, 285F, 287D, 305F, 317E
<b>Unit 4:</b> 331E, 331F, 333D, 373F, 375D, 387E, 387F, 389D, 401F, 403D, 411F
<b>Unit 5:</b> 421F, 441E, 441F, 457E, 457F, 459D, 459E, 459F, 459G, 459H, 459I, 459J, 471F, 473D, 479E, 479F
<b>Unit 6:</b> 491D, 497F, 505E, 505F, 517F, 519D, 529F, 531C, 531D, 539E, 545F

<b>English Language Arts</b>
<b>Unit 4: Information Detectives</b>
<b>43a. Evaluate the usefulness of information selected from multiple sources, including: Library and online databases. (ELA-5-E2)</b>
<b>Unit 1:</b> 47D, 65C
<b>Unit 2:</b> 187D, 205D
<b>Unit 3:</b> 208, 223A, 223D
<b>Unit 4:</b> 359C
<b>Unit 6:</b> 497F, 499D, 505E, 537

<b>English Language Arts</b>
<b>Unit 4: Information Detectives</b>
<b>43b. Evaluate the usefulness of information selected from multiple sources, including: Electronic reference works. (ELA-5-E2)</b>
<b>Unit 1:</b> 47D, 65C
<b>Unit 2:</b> 187D, 205D
<b>Unit 3:</b> 208, 223A, 223D
<b>Unit 4:</b> 359C
<b>Unit 6:</b> 497F, 499D, 505E, 537

<b>English Language Arts</b>
<b>Unit 4: Information Detectives</b>
<b>43c. Evaluate the usefulness of information selected from multiple sources, including: Internet information. (ELA-5-E2)</b>
<b>Unit 1:</b> 47D, 65C
<b>Unit 2:</b> 187D, 205D
<b>Unit 3:</b> 208, 223A, 223D
<b>Unit 4:</b> 359C
<b>Unit 6:</b> 497F, 499D, 505E, 537

<b>English Language Arts</b>
<b>Unit 4: Information Detectives</b>
<b>43d. Evaluate the usefulness of information selected from multiple sources, including: Community and government data. (ELA-5-E2)</b>
<b>Unit 1:</b> 47D, 65C
<b>Unit 2:</b> 187D, 205D
<b>Unit 3:</b> 208, 223A, 223D
<b>Unit 4:</b> 359C
<b>Unit 6:</b> 497F, 499D, 505E, 537

<b>English Language Arts</b>
<b>Unit 4: Information Detectives</b>
<b>43e. Evaluate the usefulness of information selected from multiple sources, including: Interviews. (ELA-5-E2)</b>
<b>Unit 1:</b> 47D, 65C
<b>Unit 2:</b> 187D, 205D
<b>Unit 3:</b> 208, 223A, 223D
<b>Unit 4:</b> 359C
<b>Unit 6:</b> 497F, 499D, 505E, 537

<b>English Language Arts</b>
<b>Unit 4: Information Detectives</b>
<b>43f. Evaluate the usefulness of information selected from multiple sources, including: Experiments. (ELA-5-E2)</b>
<b>Unit 1:</b> 47D, 65C
<b>Unit 2:</b> 187D, 205D
<b>Unit 3:</b> 208, 223A, 223D
<b>Unit 4:</b> 359C
<b>Unit 6:</b> 497F, 499D, 505E, 537

<b>English Language Arts</b>
<b>Unit 4: Information Detectives</b>
<b>43g. Evaluate the usefulness of information selected from multiple sources, including: Surveys. (ELA-5-E2)</b>
<b>Unit 1:</b> 47D, 65C
<b>Unit 2:</b> 187D, 205D
<b>Unit 3:</b> 208, 223A, 223D
<b>Unit 4:</b> 359C
<b>Unit 6:</b> 497F, 499D, 505E, 537

<b>English Language Arts</b>
<b>Unit 4: Information Detectives</b>
<b>44. Use keywords and phrases to take notes from oral, written, and electronic media sources. (ELA-5-E3)</b>
<b>Unit 1:</b> 47D, 65C
<b>Unit 2:</b> 187D, 205D
<b>Unit 3:</b> 208, 223A, 223D
<b>Unit 4:</b> 359C
<b>Unit 6:</b> 497F, 499D, 505E, 537

<b>English Language Arts</b>
<b>Unit 4: Information Detectives</b>
<b>45. Paraphrase or summarize information from a variety of sources. (ELA-5-E3)</b>
<b>Unit 1:</b> 29F, 79C
<b>Unit 2:</b> 187C, 187D
<b>Unit 3:</b> 221C, 317F
<b>Unit 4:</b> 373E, 387F
<b>Unit 5:</b> 431D, 441C
<b>Unit 6:</b> 489D

<b>English Language Arts</b>
<b>Unit 4: Information Detectives</b>
<b>46. Construct simple outlines with main topics and subtopics that reflect the information gathered. (ELA-5-E3)</b>
<b>Unit 1:</b> 31C, 47C, 47D, 65C, 79C, 97C, 113C, 123C
<b>Unit 2:</b> 131C, 143C, 153C, 171C, 171D, 187C, 187D, 201C, 201D, 205C
<b>Unit 3:</b> 223C, 239C, 255C, 263C, 263D, 287C, 287D, 307C, 307D, 319C, 319D
<b>Unit 4:</b> 333C, 333D, 359C, 359D, 375C, 375D, 389C, 403C, 403D, 413C, 413D
<b>Unit 5:</b> 423C, 423D, 433C, 443C, 443D, 459C, 473C, 473D, 481C, 481D
<b>Unit 6:</b> 491C, 499C, 507C, 519C, 531C, 531D, 541C, 541D, 547C, 547D

<b>English Language Arts</b>
<b>Unit 4: Information Detectives</b>
<b>48. Create a list of sources (e.g., books, encyclopedias, online resources) following a specified format. (ELA-5-E5)</b>
<b>Unit 1:</b> 31D
<b>Unit 2:</b> 131D
<b>Unit 3:</b> 239D, 287D
<b>Unit 4:</b> 333D, 375D, 403D
<b>Unit 5:</b> 459D, 473D
<b>Unit 6:</b> 531D, 541D

## **Unit 5: Pictures in My Mind**

<b>English Language Arts</b>
<b>Unit 5: Pictures in My Mind</b>
<b>6. Identify literary devices, including metaphor and hyperbole. (ELA-1-E4)</b>
<b>Unit 1:</b> 81A, 114, 115A
<b>Unit 3:</b> 246, 255G, 319G
<b>Unit 4:</b> 348, 360K, 362, 375G, 375H, 377A
<b>Unit 5:</b> 473G, 475A

<b>English Language Arts</b>
<b>Unit 5: Pictures in My Mind</b>
<b>7. Answer literal and inferential questions about ideas and information in grade-appropriate texts in oral and written responses. (ELA-1-E5)</b>
<b>Unit 1:</b> 19P, 29A, 45A, 63A, 77A, 95A, 111A, 121A, 123A
<b>Unit 2:</b> 129A, 141A, 151A, 169A, 185A, 187I, 199A, 203A
<b>Unit 3:</b> 221A, 223I, 237A, 253A, 261A, 285A, 287I, 305A, 307C, 317A, 319C
<b>Unit 4:</b> 331A, 357A, 387A, 401A, 403I, 411A, 413C
<b>Unit 5:</b> 421A, 423I, 431A, 441A, 457A, 471A, 479A, 481C
<b>Unit 6:</b> 489A, 497A, 505A, 517A, 529A, 531I, 539A, 541I, 545A, 547C

<b>English Language Arts</b>
<b>Unit 5: Pictures in My Mind</b>
<b>8. Connect information in grade-appropriate texts to prior knowledge and real-life situation sin oral and written responses. (ELA-1-E6)</b>
<b>Unit 1:</b> 31, 47, 65, 79, 97, 113, 117, 119, 121, 121C, 123
<b>Unit 2:</b> 131, 143, 153, 171, 185C, 187, 189, 191, 193, 195, 197, 199, 201
<b>Unit 3:</b> 223, 230, 239, 242, 255, 263, 265, 267, 269, 271, 285C, 287, 307, 309, 311, 313, 317C
<b>Unit 4:</b> 324, 333, 359, 375, 379, 381, 383, 385, 387, 389, 394, 403, 413
<b>Unit 5:</b> 418, 423, 430, 433, 443, 459, 464, 473, 481
<b>Unit 6:</b> 491, 492, 493, 495, 497, 497C, 499, 507, 519, 531, 541, 547

<b>English Language Arts</b>
<b>Unit 5: Pictures in My Mind</b>
<b>9. Increase oral and silent reading fluency and accuracy with grade-appropriate texts. (ELA-1-E7)</b>
<b>Unit 1:</b> 19M, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42,43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82, 83, 84,85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111
<b>Unit 2:</b> 125K, 126, 127, 128, 129, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 146, 147, 148, 149, 150, 151, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199
<b>Unit 3:</b> 207K, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 224, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 258, 259, 260, 261, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317
<b>Unit 4:</b> 321M, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 376, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 390, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 406, 407, 408, 409, 410, 411
<b>Unit 5:</b> 415M, 416, 417, 418, 419, 420, 421, 424, 426, 427, 428, 429, 430, 431, 434, 435, 436, 437, 438, 439, 440, 441, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 460, 461,462, 463,464, 465, 466, 467, 468, 469, 470, 471, 474, 476, 477, 478, 479
<b>Unit 6:</b> 483K, 484, 485, 486, 487, 488, 489, 494, 495, 496, 497, 502, 503, 504, 505, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 520, 522, 523, 524, 525, 526, 527, 528, 529, 532, 533, 534, 535, 536, 537, 538, 539, 542, 543, 544, 545

<b>English Language Arts</b>
<b>Unit 5: Pictures in My Mind</b>
<b>10. Demonstrate oral reading fluency of at least 140 words per minute in fourth-grade text with appropriate pacing, intonation, and expression. (ELA-1-E7)</b>
<p><b>Unit 1:</b> 19M, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111</p> <p><b>Unit 2:</b> 125K, 126, 127, 128, 129, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 146, 147, 148, 149, 150, 151, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199</p> <p><b>Unit 3:</b> 207K, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 224, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 258, 259, 260, 261, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317</p> <p><b>Unit 4:</b> 321M, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 376, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 390, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 406, 407, 408, 409, 410, 411</p> <p><b>Unit 5:</b> 415M, 416, 417, 418, 419, 420, 421, 424, 426, 427, 428, 429, 430, 431, 434, 435, 436, 437, 438, 439, 440, 441, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 474, 476, 477, 478, 479</p> <p><b>Unit 6:</b> 483K, 484, 485, 486, 487, 488, 489, 494, 495, 496, 497, 502, 503, 504, 505, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 520, 522, 523, 524, 525, 526, 527, 528, 529, 532, 533, 534, 535, 536, 537, 538, 539, 542, 543, 544, 545</p>

<b>English Language Arts</b>
<b>Unit 5: Pictures in My Mind</b>
<b>11. Compare and contrast stories/tales from different cultures and explain the influence of culture on each tale in oral, written, and visual responses. (ELA-6-E1)</b>
<p><b>Unit 2:</b> 199D</p> <p><b>Unit 3:</b> 253E</p> <p><b>Unit 4:</b> 331D</p>

<b>English Language Arts</b>
<b>Unit 5: Pictures in My Mind</b>
<b>12. Identify a variety of types of literature, including poetry and short stories, in oral and written responses. (EAL-6-E2)</b>
<p><b>Unit 1:</b> 20M, 29A, 32A, 45A, 48M, 63E, 77A, 81A, 82M, 95A, 95E, 111A, 115A, 116M, 121A, 121E</p> <p><b>Unit 2:</b> 126M, 129A, 132A, 141A, 141D, 145, 151A, 151D, 169A, 169E, 199A, 199D, 203A, 203D</p> <p><b>Unit 3:</b> 208M, 221A, 221D, 225A, 237A, 237E, 253A, 258M, 261A, 261E, 285A, 305A, 305E, 317A</p> <p><b>Unit 4:</b> 331A, 357A, 357D, 373A, 373E, 375F, 387A, 389F, 401A, 403F, 403G, 411A, 413F, 413G</p> <p><b>Unit 5:</b> 421A, 421E, 431A, 441A, 457A, 457D, 471A, 475A, 476A</p> <p><b>Unit 6:</b> 416A, 426A, 434A, 446A, 460A, 489A, 489E, 491F, 497A, 499F, 505A, 507F, 517A, 517E, 519F, 521A, 529A, 531F, 539A, 545A</p>



<b>English Language Arts</b>
<b>Unit 5: Pictures in My Mind</b>
<b>16. Distinguish an author’s purpose for writing, including entertaining, expressing an opinion, defending an argument, or conveying information. (ELA-7-E3)</b>
<b>Unit 3:</b> 233, 235, 237, 315, 317
<b>Unit 4:</b> 361, 363, 365, 373C
<b>Unit 5:</b> 431E, 434P, 435, 437, 439, 441, 446P, 453, 455, 457, 457D
<b>Unit 6:</b> 503, 505, 529E

<b>English Language Arts</b>
<b>Unit 5: Pictures in My Mind</b>
<b>17. Explain in oral or written responses how an author’s life and times are reflected in a text. (ELA-7-E3)</b>
<b>Unit 2:</b> 153I, 199D
<b>Unit 3:</b> 253E
<b>Unit 4:</b> 331D

<b>English Language Arts</b>
<b>Unit 5: Pictures in My Mind</b>
<b>18. Explain how an author’s purpose influences organization of a text, word choice, and sentence structure. (ELA-7-E3)</b>
<b>Unit 3:</b> 233, 235, 237, 315, 317
<b>Unit 4:</b> 361, 363, 365, 373C
<b>Unit 5:</b> 431E, 434P, 435, 437, 439, 441, 446P, 453, 455, 457, 457D
<b>Unit 6:</b> 503, 505, 529E

<b>English Language Arts</b>
<b>Unit 5: Pictures in My Mind</b>
<b>19b. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Skimming and scanning texts for various purposes (e.g., locating information, verifying facts). (ELA-7-E4)</b>
<b>Unit 1:</b> 20M, 32M, 48M, 66M, 92M, 100M, 116M
<b>Unit 2:</b> 126M, 132M, 146M, 156M, 172M, 188M, 202M
<b>Unit 3:</b> 208M, 226M, 242M, 258M, 264M, 288M, 308M
<b>Unit 4:</b> 322M, 334M, 360M, 378M, 392M, 406M
<b>Unit 5:</b> 416M, 426M, 434M, 446M, 460M, 476M
<b>Unit 6:</b> 484M, 492M, 502M, 508M, 522M, 532M, 542M

<b>English Language Arts</b>
<b>Unit 5: Pictures in My Mind</b>
<b>19e. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Explaining connection between information from texts and real-life experiences. (ELA-7-E4)</b>
<b>Unit 1:</b> 31, 47, 65, 79, 97, 113, 117, 119, 121, 121C, 123
<b>Unit 2:</b> 131, 143, 153, 171, 185C, 187, 189, 191, 193, 195, 197, 199, 201
<b>Unit 3:</b> 223, 230, 239, 242, 255, 263, 265, 267, 269, 271, 285C, 287, 307, 309, 311, 313, 317C
<b>Unit 4:</b> 324, 333, 359, 375, 379, 381, 383, 385, 387, 389, 394, 403, 413
<b>Unit 5:</b> 418, 423, 430, 433, 443, 459, 464, 473, 481
<b>Unit 6:</b> 491, 492, 493, 495, 497, 497C, 499, 507, 519, 531, 541, 547

<b>English Language Arts</b>
<b>Unit 5: Pictures in My Mind</b>
<b>22. Identify an audience for a specific writing assignment and select appropriate vocabulary, details, and information to create a tone or set the mood and to affect or manipulate the intended audience. (ELA-2-E2)</b>
<b>Unit 1:</b> 31H, 47F, 47J
<b>Unit 2:</b> 131G, 143G, 153G, 171G, 187G, 201G, 205G
<b>Unit 4:</b> 333G, 359G, 375G, 389G, 403G, 413G
<b>Unit 5:</b> 423G, 433G, 443G, 443H, 459G, 473G, 481G
<b>Unit 6:</b> 491G, 499G, 507G, 519G, 531G, 541G, 547G

<b>English Language Arts</b>
<b>Unit 5: Pictures in My Mind</b>
<b>23a. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Selecting topic and form. (ELA-2-E3)</b>
<b>Unit 1:</b> 20N, 31B, 31C, 31F, 31G, 31H, 31I, 31J, 32M, 47B, 47F, 47G, 47H, 47I, 47J, 63E, 65B, 79B, 97B, 113B, 123B
<b>Unit 2:</b> 131B, 131C, 131F, 131G, 143B, 143F, 143G, 153B, 153F, 153G, 171B, 171F, 171G, 187B, 187F, 187G, 201B, 201F, 201G, 205B, 205F, 205G
<b>Unit 3:</b> 223B, 223C, 223F, 223G, 239B, 255B, 263B, 263F, 287B, 307B, 319B
<b>Unit 4:</b> 331A, 333B, 333F, 333G, 359B, 359F, 359G, 375B, 375F, 375G, 377B, 389B, 389F, 389G, 391A, 403F, 403G, 413B, 413F, 413G
<b>Unit 5:</b> 423F, 423G, 433F, 433G, 443F, 443G, 459F, 459G, 473F, 473G, 481F, 481G
<b>Unit 6:</b> 491B, 491F, 491G, 499B, 499F, 499G, 507B, 507F, 507G, 519B, 519F, 519G, 531B, 531F, 531G, 541B, 541F, 541G, 547B, 547F, 547G

<b>English Language Arts</b>
<b>Unit 5: Pictures in My Mind</b>
<b>23b. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers). (ELA-2-E3)</b>
<b>Unit 1:</b> 20N, 31B, 31C, 31F, 31G, 31H, 31I, 31J, 32M, 47B, 47F, 47G, 47H, 47I, 47J, 63E, 65B, 79B, 97B, 113B, 123B
<b>Unit 2:</b> 131B, 131C, 131F, 131G, 143B, 143F, 143G, 153B, 153F, 153G, 171B, 171F, 171G, 187B, 187F, 187G, 201B, 201F, 201G, 205B, 205F, 205G
<b>Unit 3:</b> 223B, 223C, 223F, 223G, 239B, 255B, 263B, 263F, 287B, 307B, 319B
<b>Unit 4:</b> 331A, 333B, 333F, 333G, 359B, 359F, 359G, 375B, 375F, 375G, 377B, 389B, 389F, 389G, 391A, 403F, 403G, 413B, 413F, 413G
<b>Unit 5:</b> 423F, 423G, 433F, 433G, 443F, 443G, 459F, 459G, 473F, 473G, 481F, 481G
<b>Unit 6:</b> 491B, 491F, 491G, 499B, 499F, 499G, 507B, 507F, 507G, 519B, 519F, 519G, 531B, 531F, 531G, 541B, 541F, 541G, 547B, 547F, 547G

<b>English Language Arts</b>
<b>Unit 5: Pictures in My Mind</b>
<b>23c. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Drafting. (ELA-2-E3)</b>
<b>Unit 1:</b> 31H, 47F, 47J
<b>Unit 2:</b> 131G, 143G, 153G, 171G, 187G, 201G, 205G
<b>Unit 4:</b> 333G, 359G, 375G, 389G, 403G, 413G
<b>Unit 5:</b> 423G, 433G, 443G, 443H, 459G, 473G, 481G
<b>Unit 6:</b> 491G, 499G, 507G, 519G, 531G, 541G, 547G

<b>English Language Arts</b>
<b>Unit 5: Pictures in My Mind</b>
<b>23e. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics). (ELA-2-E3)</b>
<b>Unit 1:</b> 79F, 79G, 79H, 79I, 79J, 97F, 97G, 97H, 97I, 97J
<b>Unit 2:</b> 131I, 143I, 153I, 171I, 187I, 201I, 205I
<b>Unit 3:</b> 22I, 263C, 263I
<b>Unit 4:</b> 333I, 359I, 375I, 389C, 389I, 403I, 413I
<b>Unit 5:</b> 423I, 433I, 443I, 459I, 473I, 481I
<b>Unit 6:</b> 491I, 499I, 507I, 519I, 531I, 541I, 547I

<b>English Language Arts</b>
<b>Unit 5: Pictures in My Mind</b>
<b>23f. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Proofreading/editing. (ELA-2-E3)</b>
<b>Unit 1:</b> 31H, 47H, 65H, 79H
<b>Unit 2:</b> 131H, 143H, 153H, 171H, 187H, 201H, 205H
<b>Unit 3:</b> 239H, 255H, 263H, 287H, 307H, 319H
<b>Unit 4:</b> 333H, 359H, 375H, 389H, 403H
<b>Unit 5:</b> 423H, 433H, 443H, 459H, 473H, 481H
<b>Unit 6:</b> 491H, 499H, 531H, 547H

<b>English Language Arts</b>
<b>Unit 5: Pictures in My Mind</b>
<b>23g. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Publishing using available technology. (ELA-2-E3)</b>
<b>Unit 1:</b> 20D, 20M, 29A, 32D, 32M, 45A, 48D, 48N, 63A, 66D, 66M, 77A, 82D, 82M, 95A, 100D, 100M, 111A, 116D, 116M, 121A
<b>Unit 2:</b> 126D, 126M, 132D, 132M, 141A, 141F, 143D, 146D, 146M, 151A, 153D, 156D, 156M, 169A, 169F, 171D, 172D, 172P, 185A, 187D, 188D, 188M, 199A, 201D, 202D, 202N, 203A, 205D
<b>Unit 3:</b> 207F, 207P, 208D, 208O, 221A, 226D, 226N, 237A, 242D, 242P, 253A, 258D, 258M, 261A, 264D, 264M, 285A, 288D, 288O, 305A, 308D, 308O, 317A
<b>Unit 4:</b> 322D, 322O, 331A, 333J, 334D, 334M, 357A, 360D, 360N, 373A, 375J, 378D, 378O, 387A, 392D, 392N, 401A, 406D, 406M, 411A, 413J
<b>Unit 5:</b> 416D, 416P, 421A, 423J, 426D, 426P, 431A, 424D, 424M, 441A, 446D, 446M, 457A, 460D, 460M, 471A, 473D, 476D, 476M, 479A, 481J
<b>Unit 6:</b> 483P, 486D, 489A, 492D, 502D, 502P, 507J, 508D, 508P, 517A, 522D, 522P, 529A, 532D, 532M, 539A, 542D, 542M, 545A

<b>English Language Arts</b>
<b>Unit 5: Pictures in My Mind</b>
<b>24. Develop paragraphs and compositions of at least three paragraphs using the various models (e.g., descriptive, narration, exposition, and persuasion), emphasizing narration and description. (ELA-2-E4)</b>
<b>Unit 1:</b> 31F, 31G, 31H, 31I, 31J, 47F, 47G, 47H, 47I, 47J, 65F, 65G, 65H, 65I, 65J, 79F, 79G, 79H, 79I, 79J, 97F, 97G, 97H, 97I, 97J, 113F, 113G, 113H, 113I, 113J, 123F, 123G, 123H, 123I, 123J
<b>Unit 2:</b> 131F, 131G, 131H, 131I, 131J, 143F, 143G, 143H, 143I, 143J, 153F, 153G, 153H, 153I, 153J, 171F, 171G, 171H, 171I, 171J, 187F, 187G, 187H, 187I, 187J, 201F, 201G, 201H, 201I, 201J, 205F, 205G, 205H, 205I, 205J
<b>Unit 3:</b> 223F, 223G, 223H, 223I, 223J, 239F, 239G, 239H, 239I, 239J, 255F, 255G, 255H, 255I, 255J, 263F, 263G, 263H, 263I, 263J, 287F, 287G, 287H, 287I, 287J, 307F, 307G, 307H, 307I, 307J, 319F, 319G, 319H, 319I, 319J
<b>Unit 4:</b> 333F, 333G, 333H, 333I, 333J, 359F, 359G, 359H, 359I, 359J, 375F, 375G, 375H, 375I, 375J, 389F, 389G, 389H, 389I, 389J, 403F, 403G, 403H, 403I, 403J, 413F, 413G, 413H, 413I, 413J
<b>Unit 5:</b> 423F, 423G, 423H, 423I, 423J, 433F, 433G, 433H, 433I, 433J, 443F, 443G, 443H, 443I, 443J, 459F, 459G, 459H, 459I, 459J, 473F, 473G, 473H, 473I, 473J, 481F, 481G, 481H, 481I, 481J
<b>Unit 6:</b> 541F, 541G, 541H, 541I, 541J, 547F, 547G, 547H, 547I, 547J

<b>English Language Arts</b>
<b>Unit 5: Pictures in My Mind</b>
<b>25. Use a variety of literary devices, including hyperbole and metaphor, in compositions. (ELA-2-E5)</b>
<b>Unit 1:</b> 81A, 114, 115A
<b>Unit 2:</b> 145A, 145B
<b>Unit 3:</b> 225A, 239G, 239H, 239I, 239J, 241A, 255G, 255H, 255I, 255J
<b>Unit 4:</b> 375G, 375H, 375I, 391A, 413G, 413H, 413I
<b>Unit 5:</b> 473G, 473H, 475A
<b>Unit 6:</b> 499F, 499G, 499H, 499I, 499J, 507F, 507G, 507H, 507I, 507J, 521A

<b>English Language Arts</b>
<b>Unit 5: Pictures in My Mind</b>
<b>26a. Write for various purposes, including: Formal and informal letters that follow a specific letter format, include relevant information, and use an appropriate closure. (ELA-2-E6)</b>
<b>Unit 1:</b> 31F, 31G, 31H, 31I, 31J, 47F, 47G, 47H, 47I, 47J, 65F, 65G, 65H, 65I, 65J, 79F, 79G, 79H, 79I, 79J, 97F, 97G, 97H, 97I, 97J, 113F, 113G, 113H, 113I, 113J, 123F, 123G, 123H, 123I, 123J
<b>Unit 2:</b> 131F, 131G, 131H, 131I, 131J, 143F, 143G, 143H, 143I, 143J, 153F, 153G, 153H, 153I, 153J, 171F, 171G, 171H, 171I, 171J, 187F, 187G, 187H, 187I, 187J, 201F, 201G, 201H, 201I, 201J, 205F, 205G, 205H, 205I, 205J
<b>Unit 3:</b> 223F, 223G, 223H, 223I, 223J, 239F, 239G, 239H, 239I, 239J, 255F, 255G, 255H, 255I, 255J, 263F, 263G, 263H, 263I, 263J, 287F, 287G, 287H, 287I, 287J, 307F, 307G, 307H, 307I, 307J, 319F, 319G, 319H, 319I, 319J
<b>Unit 4:</b> 333F, 333G, 333H, 333I, 333J, 359F, 359G, 359H, 359I, 359J, 375F, 375G, 375H, 375I, 375J, 389F, 389G, 389H, 389I, 389J, 403F, 403G, 403H, 403I, 403J, 413F, 413G, 413H, 413I, 413J
<b>Unit 5:</b> 423F, 423G, 423H, 423I, 423J, 433F, 433G, 433H, 433I, 433J, 443F, 443G, 443H, 443I, 443J, 459F, 459G, 459H, 459I, 459J, 473F, 473G, 473H, 473I, 473J, 481F, 481G, 481H, 481I, 481J
<b>Unit 6:</b> 541F, 541G, 541H, 541I, 541J, 547F, 547G, 547H, 547I, 547J

<b>English Language Arts</b>
<b>Unit 5: Pictures in My Mind</b>
<b>34. Adjust pacing to suit purpose, audience, and setting when speaking. (ELA-4-E1)</b>
<b>Unit 1:</b> 113C, 115B
<b>Unit 2:</b> 201C
<b>Unit 3:</b> 241B, 239I, 263D, 307I, 319C
<b>Unit 4:</b> 391B
<b>Unit 5:</b> 425B, 459C, 475B
<b>Unit 6:</b> 491I, 499I, 521B, 541C, 547D

<b>English Language Arts</b>
<b>Unit 5: Pictures in My Mind</b>
<b>36c. Deliver presentations that include the following: Details, examples, anecdotes, or statistics that explain or clarify information. (ELA-4-E4)</b>
<b>Unit 1:</b> 31G, 65I, 77C, 95E, 97G
<b>Unit 2:</b> 153G, 153H, 153I, 171F, 171G, 171H, 171I, 187F, 187G, 187H, 187I, 201G, 201H, 201I, 205F, 205G, 205H
<b>Unit 3:</b> 255G, 255H, 255I, 255J
<b>Unit 4:</b> 333F, 333G, 333H, 333I, 359F, 359H, 359I, 375H, 375I

<b>English Language Arts</b>
<b>Unit 5: Pictures in My Mind</b>
<b>37. Demonstrate active listening strategies, including asking questions, responding to cues, and making eye contact. (ELA-4-E5)</b>
<b>Unit 1:</b> 31I, 123C
<b>Unit 2:</b> 131I, 187I, 205C
<b>Unit 3:</b> 223I, 307C, 319C
<b>Unit 4:</b> 401F, 403I, 413C
<b>Unit 5:</b> 423I, 481C
<b>Unit 6:</b> 531I, 541I, 547C

## **Unit 6: Calling All Experts—Reading and Writing Nonfiction**

<b>English Language Arts</b>
<b>Unit 6: Calling All Experts—Reading and Writing Nonfiction</b>
<b>1. Use understanding of base words, roots, prefixes, and suffixes to decode more complex words. (ELA-1-E1)</b>
<b>Unit 1:</b> 20K, 32K, 32N, 48K, 48N, 53, 82K, 86, 88, 90, 91, 92, 95, 100K, 100, 102, 103, 104, 109, 111, 116K, 116
<b>Unit 2:</b> 126K, 146K, 146L, 188K
<b>Unit 3:</b> 208K, 212, 213, 214, 215, 216, 217, 218, 219, 221B, 237B, 253B, 285B, 305B, 308N, 317B
<b>Unit 4:</b> 331B, 357B, 373B, 387B, 389G, 389H, 389I, 401B, 411B
<b>Unit 5:</b> 416K, 426K, 446K, 460K, 476K
<b>Unit 6:</b> 484N, 489B, 502K, 505B, 508K, 517B, 519G, 519H, 519I, 529B, 531G, 531H, 531I, 532N, 539B, 545B

<b>English Language Arts</b>
<b>Unit 6: Calling All Experts—Reading and Writing Nonfiction</b>
<b>7. Answer literal and inferential questions about ideas and information in grade-appropriate texts in oral and written responses. (ELA-1-E5)</b>
<b>Unit 1:</b> 19P, 29A, 45A, 63A, 77A, 95A, 111A, 121A, 123A
<b>Unit 2:</b> 129A, 141A, 151A, 169A, 185A, 187I, 199A, 203A
<b>Unit 3:</b> 221A, 223I, 237A, 253A, 261A, 285A, 287I, 305A, 307C, 317A, 319C
<b>Unit 4:</b> 331A, 357A, 387A, 401A, 403I, 411A, 413C
<b>Unit 5:</b> 421A, 423I, 431A, 441A, 457A, 471A, 479A, 481C
<b>Unit 6:</b> 489A, 497A, 505A, 517A, 529A, 531I, 539A, 541I, 545A, 547C

<b>English Language Arts</b>
<b>Unit 6: Calling All Experts—Reading and Writing Nonfiction</b>
<b>8. Connect information in grade-appropriate texts to prior knowledge and real-life situation sin oral and written responses. (ELA-1-E6)</b>
<b>Unit 1:</b> 31, 47, 65, 79, 97, 113, 117, 119, 121, 121C, 123
<b>Unit 2:</b> 131, 143, 153, 171, 185C, 187, 189, 191, 193, 195, 197, 199, 201
<b>Unit 3:</b> 223, 230, 239, 242, 255, 263, 265, 267, 269, 271, 285C, 287, 307, 309, 311, 313, 317C
<b>Unit 4:</b> 324, 333, 359, 375, 379, 381, 383, 385, 387, 389, 394, 403, 413
<b>Unit 5:</b> 418, 423, 430, 433, 443, 459, 464, 473, 481
<b>Unit 6:</b> 491, 492, 493, 495, 497, 497C, 499, 507, 519, 531, 541, 547

<b>English Language Arts</b>
<b>Unit 6: Calling All Experts—Reading and Writing Nonfiction</b>
<b>14e. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as: Comparing and contrasting story elements or information within and across texts. (ELA-7-E1)</b>
<b>Unit 1:</b> 39, 43, 45C, 79B
<b>Unit 2:</b> 131, 143, 143A, 146N, 153, 153A, 181, 187, 199D, 201A, 205
<b>Unit 3:</b> 253E, 285E, 319
<b>Unit 4:</b> 331D, 372, 389, 389A, 399, 403, 413
<b>Unit 5:</b> 433, 443, 459, 473, 481
<b>Unit 6:</b> 493, 497, 507, 513, 519, 531, 531A, 541, 547, 547A

<b>English Language Arts</b>
<b>Unit 6: Calling All Experts—Reading and Writing Nonfiction</b>
<b>16. Distinguish an author’s purpose for writing, including entertaining, expressing an opinion, defending an argument, or conveying information. (ELA-7-E3)</b>
<b>Unit 3:</b> 233, 235, 237, 315, 317
<b>Unit 4:</b> 361, 363, 365, 373C
<b>Unit 5:</b> 431E, 434P, 435, 437, 439, 441, 446P, 453, 455, 457, 457D
<b>Unit 6:</b> 503, 505, 529E

<b>English Language Arts</b>
<b>Unit 6: Calling All Experts—Reading and Writing Nonfiction</b>
<b>18. Explain how an author’s purpose influences organization of a text, word choice, and sentence structure. (ELA-7-E3)</b>
<b>Unit 3:</b> 233, 235, 237, 315, 317
<b>Unit 4:</b> 361, 363, 365, 373C
<b>Unit 5:</b> 431E, 434P, 435, 437, 439, 441, 446P, 453, 455, 457, 457D
<b>Unit 6:</b> 503, 505, 529E

<b>English Language Arts</b>
<b>Unit 6: Calling All Experts—Reading and Writing Nonfiction</b>
<b>19a. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Supporting differences between fact and opinion with information from texts. (ELA-7-E4)</b>
<b>Unit 3:</b> 259, , 261, 261C
<b>Unit 4:</b> 366, 371, 393
<b>Unit 5:</b> 426P, 427, 429, 431, 431C, 441D, 477

<b>English Language Arts</b>
<b>Unit 6: Calling All Experts—Reading and Writing Nonfiction</b>
<b>19b. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Skimming and scanning texts for various purposes (e.g., locating information, verifying facts). (ELA-7-E4)</b>
<b>Unit 1:</b> 20M, 32M, 48M, 66M, 92M, 100M, 116M
<b>Unit 2:</b> 126M, 132M, 146M, 156M, 172M, 188M, 202M
<b>Unit 3:</b> 208M, 226M, 242M, 258M, 264M, 288M, 308M
<b>Unit 4:</b> 322M, 334M, 360M, 378M, 392M, 406M
<b>Unit 5:</b> 416M, 426M, 434M, 446M, 460M, 476M
<b>Unit 6:</b> 484M, 492M, 502M, 508M, 522M, 532M, 542M

<b>English Language Arts</b>
<b>Unit 6: Calling All Experts—Reading and Writing Nonfiction</b>
<b>19c. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Identifying cause-effect relationships in texts and real-life situations. (ELA-7-E4)</b>
<b>Unit 1:</b> 21, 23, 25, 27, 29, 29C, 67, 69, 71, 123
<b>Unit 2:</b> 203
<b>Unit 3:</b> 289, 291, 293, 305C
<b>Unit 4:</b> 367, 369, 371, 373
<b>Unit 6:</b> 539D, 543, 545, 545C



<b>English Language Arts</b>
<b>Unit 6: Calling All Experts—Reading and Writing Nonfiction</b>
<b>19e. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Explaining connection between information from texts and real-life experiences. (ELA-7-E4)</b>
<b>Unit 1:</b> 31, 47, 65, 79, 97, 113, 117, 119, 121, 121C, 123
<b>Unit 2:</b> 131, 143, 153, 171, 185C, 187, 189, 191, 193, 195, 197, 199, 201
<b>Unit 3:</b> 223, 230, 239, 242, 255, 263, 265, 267, 269, 271, 285C, 287, 307, 309, 311, 313, 317C
<b>Unit 4:</b> 324, 333, 359, 375, 379, 381, 383, 385, 387, 389, 394, 403, 413
<b>Unit 5:</b> 418, 423, 430, 433, 443, 459, 464, 473, 481
<b>Unit 6:</b> 491, 492, 493, 495, 497, 497C, 499, 507, 519, 531, 541, 547

<b>English Language Arts</b>
<b>Unit 6: Calling All Experts—Reading and Writing Nonfiction</b>
<b>20a. Write compositions of at least three paragraphs organized with the following: A clearly stated central idea. (ELA-7-E1)</b>
<b>Unit 1:</b> 65E, 65F, 65G, 65H, 65I, 65J, 95E, 111F, 113E, 113F, 113G, 113H, 113I, 113J, 121E
<b>Unit 2:</b> 129E, 131E, 131F< 131G, 131H, 131I, 131J, 143E, 143F, 143G, 143H, 143I, 143J, 153E, 153F, 153G, 153H, 153I, 153J, 171E, 171F, 171G, 171H, 171I, 171J, 187E, 187F, 187G, 187H, 187I, 187J, 201E, 201F, 201G, 201H, 201I, 201J, 203D, 203F, 205E, 205F, 205G, 205H, 205I, 205J
<b>Unit 3:</b> 223E, 223F, 223G, 223H, 223I, 223J, 253E, 255E, 255F, 255G, 255H, 255I, 255J, 263E, 263F, 263G, 263H, 263I, 263J, 285D, 305D, 307E, 307F, 307G, 307H, 307I, 307J, 317C, 319E, 319F, 319G, 319H, 319I, 319J
<b>Unit 4:</b> 333E, 333F, 333G, 333H, 333I, 333J, 359E, 359F, 359G, 359H, 359I, 359J, 375E, 375F, 375G, 375H, 375I, 375J, 387F, 389E, 389F, 389G, 389H, 389I, 389J, 401D, 403E, 403F, 403G, 403H, 403I, 403J, 413E, 413F, 413G, 413H, 413I, 413J
<b>Unit 5:</b> 423E, 423F, 423G, 423H, 423I, 423J, 431D, 443E, 443F, 443G, 443H, 443I, 443J, 457C, 459E, 459F, 459G, 459H, 459I, 459J, 471D, 473E, 473F, 473G, 473H, 473I, 473J
<b>Unit 6:</b> 489D, 497D, 517D, 517E, 529D, 539D, 539E, 541E, 541F, 541G, 541H, 541I, 541J, 545D, 547E, 547F, 547G, 547H, 547I, 547J

<b>English Language Arts</b>
<b>Unit 6: Calling All Experts—Reading and Writing Nonfiction</b>
<b>20b. Write compositions of at least three paragraphs organized with the following: An introduction and a conclusion. (ELA-7-E1)</b>
<b>Unit 1:</b> 65E, 65F, 65G, 65H, 65I, 65J, 95E, 111F, 113E, 113F, 113G, 113H, 113I, 113J, 121E
<b>Unit 2:</b> 129E, 131E, 131F< 131G, 131H, 131I, 131J, 143E, 143F, 143G, 143H, 143I, 143J, 153E, 153F, 153G, 153H, 153I, 153J, 171E, 171F, 171G, 171H, 171I, 171J, 187E, 187F, 187G, 187H, 187I, 187J, 201E, 201F, 201G, 201H, 201I, 201J, 203D, 203F, 205E, 205F, 205G, 205H, 205I, 205J
<b>Unit 3:</b> 223E, 223F, 223G, 223H, 223I, 223J, 253E, 255E, 255F, 255G, 255H, 255I, 255J, 263E, 263F, 263G, 263H, 263I, 263J, 285D, 305D, 307E, 307F, 307G, 307H, 307I, 307J, 317C, 319E, 319F, 319G, 319H, 319I, 319J
<b>Unit 4:</b> 333E, 333F, 333G, 333H, 333I, 333J, 359E, 359F, 359G, 359H, 359I, 359J, 375E, 375F, 375G, 375H, 375I, 375J, 387F, 389E, 389F, 389G, 389H, 389I, 389J, 401D, 403E, 403F, 403G, 403H, 403I, 403J, 413E, 413F, 413G, 413H, 413I, 413J
<b>Unit 5:</b> 423E, 423F, 423G, 423H, 423I, 423J, 431D, 443E, 443F, 443G, 443H, 443I, 443J, 457C, 459E, 459F, 459G, 459H, 459I, 459J, 471D, 473E, 473F, 473G, 473H, 473I, 473J
<b>Unit 6:</b> 489D, 497D, 517D, 517E, 529D, 539D, 539E, 541E, 541F, 541G, 541H, 541I, 541J, 545D, 547E, 547F, 547G, 547H, 547I, 547J

<b>English Language Arts</b>
<b>Unit 6: Calling All Experts—Reading and Writing Nonfiction</b>
<b>20c. Write compositions of at least three paragraphs organized with the following: A middle developed with supporting details. (ELA-7-E1)</b>
<p><b>Unit 1:</b> 65E, 65F, 65G, 65H, 65I, 65J, 95E, 111F, 113E, 113F, 113G, 113H, 113I, 113J, 121E</p> <p><b>Unit 2:</b> 129E, 131E, 131F&lt; 131G, 131H, 131I, 131J, 143E, 143F, 143G, 143H, 143I, 143J, 153E, 153F, 153G, 153H, 153I, 153J, 171E, 171F, 171G, 171H, 171I, 171J, 187E, 187F, 187G, 187H, 187I, 187J, 201E, 201F, 201G, 201H, 201I, 201J, 203D, 203F, 205E, 205F, 205G, 205H, 205I, 205J</p> <p><b>Unit 3:</b> 223E, 223F, 223G, 223H, 223I, 223J, 253E, 255E, 255F, 255G, 255H, 255I, 255J, 263E, 263F, 263G, 263H, 263I, 263J, 285D, 305D, 307E, 307F, 307G, 307H, 307I, 307J, 317C, 319E, 319F, 319G, 319H, 319I, 319J</p> <p><b>Unit 4:</b> 333E, 333F, 333G, 333H, 333I, 333J, 359E, 359F, 359G, 359H, 359I, 359J, 375E, 375F, 375G, 375H, 375I, 375J, 387F, 389E, 389F, 389G, 389H, 389I, 389J, 401D, 403E, 403F, 403G, 403H, 403I, 403J, 413E, 413F, 413G, 413H, 413I, 413J</p> <p><b>Unit 5:</b> 423E, 423F, 423G, 423H, 423I, 423J, 431D, 443E, 443F, 443G, 443H, 443I, 443J, 457C, 459E, 459F, 459G, 459H, 459I, 459J, 471D, 473E, 473F, 473G, 473H, 473I, 473J</p> <p><b>Unit 6:</b> 489D, 497D, 517D, 517E, 529D, 539D, 539E, 541E, 541F, 541G, 541H, 541I, 541J, 545D, 547E, 547F, 547G, 547H, 547I, 547J</p>

<b>English Language Arts</b>
<b>Unit 6: Calling All Experts—Reading and Writing Nonfiction</b>
<b>20d. Write compositions of at least three paragraphs organized with the following: A logical, sequential order. (ELA-7-E1)</b>
<p><b>Unit 1:</b> 65E, 65F, 65G, 65H, 65I, 65J, 95E, 111F, 113E, 113F, 113G, 113H, 113I, 113J, 121E</p> <p><b>Unit 2:</b> 129E, 131E, 131F&lt; 131G, 131H, 131I, 131J, 143E, 143F, 143G, 143H, 143I, 143J, 153E, 153F, 153G, 153H, 153I, 153J, 171E, 171F, 171G, 171H, 171I, 171J, 187E, 187F, 187G, 187H, 187I, 187J, 201E, 201F, 201G, 201H, 201I, 201J, 203D, 203F, 205E, 205F, 205G, 205H, 205I, 205J</p> <p><b>Unit 3:</b> 223E, 223F, 223G, 223H, 223I, 223J, 253E, 255E, 255F, 255G, 255H, 255I, 255J, 263E, 263F, 263G, 263H, 263I, 263J, 285D, 305D, 307E, 307F, 307G, 307H, 307I, 307J, 317C, 319E, 319F, 319G, 319H, 319I, 319J</p> <p><b>Unit 4:</b> 333E, 333F, 333G, 333H, 333I, 333J, 359E, 359F, 359G, 359H, 359I, 359J, 375E, 375F, 375G, 375H, 375I, 375J, 387F, 389E, 389F, 389G, 389H, 389I, 389J, 401D, 403E, 403F, 403G, 403H, 403I, 403J, 413E, 413F, 413G, 413H, 413I, 413J</p> <p><b>Unit 5:</b> 423E, 423F, 423G, 423H, 423I, 423J, 431D, 443E, 443F, 443G, 443H, 443I, 443J, 457C, 459E, 459F, 459G, 459H, 459I, 459J, 471D, 473E, 473F, 473G, 473H, 473I, 473J</p> <p><b>Unit 6:</b> 489D, 497D, 517D, 517E, 529D, 539D, 539E, 541E, 541F, 541G, 541H, 541I, 541J, 545D, 547E, 547F, 547G, 547H, 547I, 547J</p>

<b>English Language Arts</b>
<b>Unit 6: Calling All Experts—Reading and Writing Nonfiction</b>
<b>20e. Write compositions of at least three paragraphs organized with the following: Transitional words and phrases that unify points and ideas. (ELA-7-E1)</b>
<p><b>Unit 1:</b> 65E, 65F, 65G, 65H, 65I, 65J, 95E, 111F, 113E, 113F, 113G, 113H, 113I, 113J, 121E</p> <p><b>Unit 2:</b> 129E, 131E, 131F, 131G, 131H, 131I, 131J, 143E, 143F, 143G, 143H, 143I, 143J, 153E, 153F, 153G, 153H, 153I, 153J, 171E, 171F, 171G, 171H, 171I, 171J, 187E, 187F, 187G, 187H, 187I, 187J, 201E, 201F, 201G, 201H, 201I, 201J, 203D, 203F, 205E, 205F, 205G, 205H, 205I, 205J</p> <p><b>Unit 3:</b> 223E, 223F, 223G, 223H, 223I, 223J, 253E, 255E, 255F, 255G, 255H, 255I, 255J, 263E, 263F, 263G, 263H, 263I, 263J, 285D, 305D, 307E, 307F, 307G, 307H, 307I, 307J, 317C, 319E, 319F, 319G, 319H, 319I, 319J</p> <p><b>Unit 4:</b> 333E, 333F, 333G, 333H, 333I, 333J, 359E, 359F, 359G, 359H, 359I, 359J, 375E, 375F, 375G, 375H, 375I, 375J, 387F, 389E, 389F, 389G, 389H, 389I, 389J, 401D, 403E, 403F, 403G, 403H, 403I, 403J, 413E, 413F, 413G, 413H, 413I, 413J</p> <p><b>Unit 5:</b> 423E, 423F, 423G, 423H, 423I, 423J, 431D, 443E, 443F, 443G, 443H, 443I, 443J, 457C, 459E, 459F, 459G, 459H, 459I, 459J, 471D, 473E, 473F, 473G, 473H, 473I, 473J</p> <p><b>Unit 6:</b> 489D, 497D, 517D, 517E, 529D, 539D, 539E, 541E, 541F, 541G, 541H, 541I, 541J, 545D, 547E, 547F, 547G, 547H, 547I, 547J</p>

<b>English Language Arts</b>
<b>Unit 6: Calling All Experts—Reading and Writing Nonfiction</b>
<b>23a. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Selecting topic and form. (ELA-2-E3)</b>
<p><b>Unit 1:</b> 20N, 31B, 31C, 31F, 31G, 31H, 31I, 31J, 32M, 47B, 47F, 47G, 47H, 47I, 47J, 63E, 65B, 79B, 97B, 113B, 123B</p> <p><b>Unit 2:</b> 131B, 131C, 131F, 131G, 143B, 143F, 143G, 153B, 153F, 153G, 171B, 171F, 171G, 187B, 187F, 187G, 201B, 201F, 201G, 205B, 205F, 205G</p> <p><b>Unit 3:</b> 223B, 223C, 223F, 223G, 239B, 255B, 263B, 263F, 287B, 307B, 319B</p> <p><b>Unit 4:</b> 331A, 333B, 333F, 333G, 359B, 359F, 359G, 375B, 375F, 375G, 377B, 389B, 389F, 389G, 391A, 403F, 403G, 413B, 413F, 413G</p> <p><b>Unit 5:</b> 423F, 423G, 433F, 433G, 443F, 443G, 459F, 459G, 473F, 473G, 481F, 481G</p> <p><b>Unit 6:</b> 491B, 491F, 491G, 499B, 499F, 499G, 507B, 507F, 507G, 519B, 519F, 519G, 531B, 531F, 531G, 541B, 541F, 541G, 547B, 547F, 547G</p>

<b>English Language Arts</b>
<b>Unit 6: Calling All Experts—Reading and Writing Nonfiction</b>
<b>23b. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers). (ELA-2-E3)</b>
<p><b>Unit 1:</b> 20N, 31B, 31C, 31F, 31G, 31H, 31I, 31J, 32M, 47B, 47F, 47G, 47H, 47I, 47J, 63E, 65B, 79B, 97B, 113B, 123B</p> <p><b>Unit 2:</b> 131B, 131C, 131F, 131G, 143B, 143F, 143G, 153B, 153F, 153G, 171B, 171F, 171G, 187B, 187F, 187G, 201B, 201F, 201G, 205B, 205F, 205G</p> <p><b>Unit 3:</b> 223B, 223C, 223F, 223G, 239B, 255B, 263B, 263F, 287B, 307B, 319B</p> <p><b>Unit 4:</b> 331A, 333B, 333F, 333G, 359B, 359F, 359G, 375B, 375F, 375G, 377B, 389B, 389F, 389G, 391A, 403F, 403G, 413B, 413F, 413G</p> <p><b>Unit 5:</b> 423F, 423G, 433F, 433G, 443F, 443G, 459F, 459G, 473F, 473G, 481F, 481G</p> <p><b>Unit 6:</b> 491B, 491F, 491G, 499B, 499F, 499G, 507B, 507F, 507G, 519B, 519F, 519G, 531B, 531F, 531G, 541B, 541F, 541G, 547B, 547F, 547G</p>

<b>English Language Arts</b>
<b>Unit 6: Calling All Experts—Reading and Writing Nonfiction</b>
<b>23c. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Drafting. (ELA-2-E3)</b>
<b>Unit 1:</b> 31H, 47F, 47J
<b>Unit 2:</b> 131G, 143G, 153G, 171G, 187G, 201G, 205G
<b>Unit 4:</b> 333G, 359G, 375G, 389G, 403G, 413G
<b>Unit 5:</b> 423G, 433G, 443G, 443H, 459G, 473G, 481G
<b>Unit 6:</b> 491G, 499G, 507G, 519G, 531G, 541G, 547G

<b>English Language Arts</b>
<b>Unit 6: Calling All Experts—Reading and Writing Nonfiction</b>
<b>23d. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Conferencing with peers and teachers. (ELA-2-E3)</b>
<b>Unit 1:</b> 31A, 47A, 65A, 79A, 79F, 79G, 79H, 79I, 79J, 97A, 97F, 97G, 97H, 97I, 97J, 113A, 123A
<b>Unit 2:</b> 131A, 143A, 151B, 153A, 153D, 171A, 187A, 201A, 205A
<b>Unit 3:</b> 223A, 239A, 255A, 263A, 263I, 287A, 307A, 319A
<b>Unit 4:</b> 333A, 359A, 359I, 375A, 375I, 389A, 389I, 403A, 403I, 413A, 413I
<b>Unit 5:</b> 423A, 423I, 433A, 43I, 443A, 443I, 459A, 459I, 473A, 473I, 481A, 481I
<b>Unit 6:</b> 491A, 491I, 499A, 499I, 501A, 507I, 519A, 519I, 531A, 531I, 541A, 541I, 547A, 547I

<b>English Language Arts</b>
<b>Unit 6: Calling All Experts—Reading and Writing Nonfiction</b>
<b>23e. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Revising based on feedback and use of various tools (e.g., LEAP21 Writer’s Checklist, rubrics). (ELA-2-E3)</b>
<b>Unit 1:</b> 79F, 79G, 79H, 79I, 79J, 97F, 97G, 97H, 97I, 97J
<b>Unit 2:</b> 131I, 143I, 153I, 171I, 187I, 201I, 205I
<b>Unit 3:</b> 22I, 263C, 263I
<b>Unit 4:</b> 333I, 359I, 375I, 389C, 389I, 403I, 413I
<b>Unit 5:</b> 423I, 433I, 443I, 459I, 473I, 481I
<b>Unit 6:</b> 491I, 499I, 507I, 519I, 531I, 541I, 547I

<b>English Language Arts</b>
<b>Unit 6: Calling All Experts—Reading and Writing Nonfiction</b>
<b>23f. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Proofreading/editing. (ELA-2-E3)</b>
<b>Unit 1:</b> 31H, 47H, 65H, 79H
<b>Unit 2:</b> 131H, 143H, 153H, 171H, 187H, 201H, 205H
<b>Unit 3:</b> 239H, 255H, 263H, 287H, 307H, 319H
<b>Unit 4:</b> 333H, 359H, 375H, 389H, 403H
<b>Unit 5:</b> 423H, 433H, 443H, 459H, 473H, 481H
<b>Unit 6:</b> 491H, 499H, 531H, 547H

<b>English Language Arts</b>
<b>Unit 6: Calling All Experts—Reading and Writing Nonfiction</b>
<b>23g. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Publishing using available technology. (ELA-2-E3)</b>
<b>Unit 1:</b> 20D, 20M, 29A, 32D, 32M, 45A, 48D, 48N, 63A, 66D, 66M, 77A, 82D, 82M, 95A, 100D, 100M, 111A, 116D, 116M, 121A
<b>Unit 2:</b> 126D, 126M, 132D, 132M, 141A, 141F, 143D, 146D, 146M, 151A, 153D, 156D, 156M, 169A, 169F, 171D, 172D, 172P, 185A, 187D, 188D, 188M, 199A, 201D, 202D, 202N, 203A, 205D
<b>Unit 3:</b> 207F, 207P, 208D, 208O, 221A, 226D, 226N, 237A, 242D, 242P, 253A, 258D, 258M, 261A, 264D, 264M, 285A, 288D, 288O, 305A, 308D, 308O, 317A
<b>Unit 4:</b> 322D, 322O, 331A, 333J, 334D, 334M, 357A, 360D, 360N, 373A, 375J, 378D, 378O, 387A, 392D, 392N, 401A, 406D, 406M, 411A, 413J
<b>Unit 5:</b> 416D, 416P, 421A, 423J, 426D, 426P, 431A, 424D, 424M, 441A, 446D, 446M, 457A, 460D, 460M, 471A, 473D, 476D, 476M, 479A, 481J
<b>Unit 6:</b> 483P, 486D, 489A, 492D, 502D, 502P, 507J, 508D, 508P, 517A, 522D, 522P, 529A, 532D, 532M, 539A, 542D, 542M, 545A

<b>English Language Arts</b>
<b>Unit 6: Calling All Experts—Reading and Writing Nonfiction</b>
<b>24. Develop paragraphs and compositions of at least three paragraphs using the various models (e.g., descriptive, narration, exposition, and persuasion), emphasizing narration and description. (ELA-2-E4)</b>
<b>Unit 1:</b> 31F, 31G, 31H, 31I, 31J, 47F, 47G, 47H, 47I, 47J, 65F, 65G, 65H, 65I, 65J, 79F, 79G, 79H, 79I, 79J, 97F, 97G, 97H, 97I, 97J, 113F, 113G, 113H, 113I, 113J, 123F, 123G, 123H, 123I, 123J
<b>Unit 2:</b> 131F, 131G, 131H, 131I, 131J, 143F, 143G, 143H, 143I, 143J, 153F, 153G, 153H, 153I, 153J, 171F, 171G, 171H, 171I, 171J, 187F, 187G, 187H, 187I, 187J, 201F, 201G, 201H, 201I, 201J, 205F, 205G, 205H, 205I, 205J
<b>Unit 3:</b> 223F, 223G, 223H, 223I, 223J, 239F, 239G, 239H, 239I, 239J, 255F, 255G, 255H, 255I, 255J, 263F, 263G, 263H, 263I, 263J, 287F, 287G, 287H, 287I, 287J, 307F, 307G, 307H, 307I, 307J, 319F, 319G, 319H, 319I, 319J
<b>Unit 4:</b> 333F, 333G, 333H, 333I, 333J, 359F, 359G, 359H, 359I, 359J, 375F, 375G, 375H, 375I, 375J, 389F, 389G, 389H, 389I, 389J, 403F, 403G, 403H, 403I, 403J, 413F, 413G, 413H, 413I, 413J
<b>Unit 5:</b> 423F, 423G, 423H, 423I, 423J, 433F, 433G, 433H, 433I, 433J, 443F, 443G, 443H, 443I, 443J, 459F, 459G, 459H, 459I, 459J, 473F, 473G, 473H, 473I, 473J, 481F, 481G, 481H, 481I, 481J
<b>Unit 6:</b> 541F, 541G, 541H, 541I, 541J, 547F, 547G, 547H, 547I, 547J

<b>English Language Arts</b>
<b>Unit 6: Calling All Experts—Reading and Writing Nonfiction</b>
<b>29. Capitalize greetings, titles of respect, and titles of books, articles, chapters, movies, and songs. (ELA-3-E2)</b>
<b>Unit 1:</b> 113F
<b>Unit 2:</b> 143F, 143G, 143H, 205F, 205G, 205H
<b>Unit 3:</b> 223J, 242L
<b>Unit 4:</b> 334K, 334L
<b>Unit 6:</b> 484K, 484L, 499E, 499F, 499G, 499H, 502K, 502L, 532K, 532L, 547E, 547F, 547G, 547H

<b>English Language Arts</b>
<b>Unit 6: Calling All Experts—Reading and Writing Nonfiction</b>
<b>30a. Write using standard English structure and usage, including: Using active and passive voices of verbs. (ELA-3-E3)</b>
<b>Unit 1:</b> 79F, 79G, 79H, 123F, 123G, 123H
<b>Unit 3:</b> 239F, 239G, 239H, 319F, 319G, 319H
<b>Unit 6:</b> 491F, 491G, 491H, 531F, 531G, 531H, 541F, 541G, 541H, 547F, 547G, 547H
<b>Language Arts Handbook:</b> 312, 313

<b>English Language Arts</b>
<b>Unit 6: Calling All Experts—Reading and Writing Nonfiction</b>
<b>31a. Apply knowledge of parts of speech in writing, including: Selecting and using common interjections appropriately. (ELA-3-E4)</b>
<b>Unit 4</b> 375E, 375F, 375G, 375H

<b>English Language Arts</b>
<b>Unit 6: Calling All Experts—Reading and Writing Nonfiction</b>
<b>31b. Apply knowledge of parts of speech in writing, including: Identifying and using transitive and intransitive verbs correctly. (ELA-3-E4)</b>
<b>Unit 1:</b> 79F, 79G, 79H, 123F, 123G, 123H
<b>Unit 3:</b> 239F, 239G, 239H, 319F, 319G, 319H
<b>Unit 6:</b> 491F, 491G, 491H, 531F, 531G, 531H, 541F, 541G, 541H, 547F, 547G, 547H
<b>Language Arts Handbook:</b> 312, 313

<b>English Language Arts</b>
<b>Unit 6: Calling All Experts—Reading and Writing Nonfiction</b>
<b>34. Adjust pacing to suit purpose, audience, and setting when speaking. (ELA-4-E1)</b>
<b>Unit 1:</b> 113C, 115B
<b>Unit 2:</b> 201C
<b>Unit 3:</b> 241B, 239I, 263D, 307I, 319C
<b>Unit 4:</b> 391B
<b>Unit 5:</b> 425B, 459C, 475B
<b>Unit 6:</b> 491I, 499I, 521B, 541C, 547D

<b>English Language Arts</b>
<b>Unit 6: Calling All Experts—Reading and Writing Nonfiction</b>
<b>36a. Deliver presentations that include the following: Information drawn from several sources and identification of the sources. (ELA-4-E4)</b>
<b>Unit 1:</b> 31G, 65I, 77C, 95E, 97G
<b>Unit 2:</b> 153G, 153H, 153I, 171F, 171G, 171H, 171I, 187F, 187G, 187H, 187I, 201G, 201H, 201I, 205F, 205G, 205H
<b>Unit 3:</b> 255G, 255H, 255I, 255J
<b>Unit 4:</b> 333F, 333G, 333H, 333I, 359F, 359H, 359I, 375H, 375I

<b>English Language Arts</b>
<b>Unit 6: Calling All Experts—Reading and Writing Nonfiction</b>
<b>36b. Deliver presentations that include the following: Effective introductions and conclusions. (ELA-4-E4)</b>
<b>Unit 1:</b> 31G, 65I, 77C, 95E, 97G
<b>Unit 2:</b> 153G, 153H, 153I, 171F, 171G, 171H, 171I, 187F, 187G, 187H, 187I, 201G, 201H, 201I, 205F, 205G, 205H
<b>Unit 3:</b> 255G, 255H, 255I, 255J
<b>Unit 4:</b> 333F, 333G, 333H, 333I, 359F, 359H, 359I, 375H, 375I

<b>English Language Arts</b>
<b>Unit 6: Calling All Experts—Reading and Writing Nonfiction</b>
<b>36c. Deliver presentations that include the following: Details, examples, anecdotes, or statistics that explain or clarify information. (ELA-4-E4)</b>
<b>Unit 1:</b> 31G, 65I, 77C, 95E, 97G
<b>Unit 2:</b> 153G, 153H, 153I, 171F, 171G, 171H, 171I, 187F, 187G, 187H, 187I, 201G, 201H, 201I, 205F, 205G, 205H
<b>Unit 3:</b> 255G, 255H, 255I, 255J
<b>Unit 4:</b> 333F, 333G, 333H, 333I, 359F, 359H, 359I, 375H, 375I

<b>English Language Arts</b>
<b>Unit 6: Calling All Experts—Reading and Writing Nonfiction</b>
<b>36d. Deliver presentations that include the following: Information selected to persuade or influence the audience. (ELA-4-E4)</b>
<b>Unit 1:</b> 31G, 65I, 77C, 95E, 97G
<b>Unit 2:</b> 153G, 153H, 153I, 171F, 171G, 171H, 171I, 187F, 187G, 187H, 187I, 201G, 201H, 201I, 205F, 205G, 205H
<b>Unit 3:</b> 255G, 255H, 255I, 255J
<b>Unit 4:</b> 333F, 333G, 333H, 333I, 359F, 359H, 359I, 375H, 375I

<b>English Language Arts</b>
<b>Unit 6: Calling All Experts—Reading and Writing Nonfiction</b>
<b>37. Demonstrate active listening strategies, including asking questions, responding to cues, and making eye contact. (ELA-4-E5)</b>
<b>Unit 1:</b> 31I, 123C
<b>Unit 2:</b> 131I, 187I, 205C
<b>Unit 3:</b> 223I, 307C, 319C
<b>Unit 4:</b> 401F, 403I, 413C
<b>Unit 5:</b> 423I, 481C
<b>Unit 6:</b> 531I, 541I, 547C

<b>English Language Arts</b>
<b>Unit 6: Calling All Experts—Reading and Writing Nonfiction</b>
<b>38. Adjust speaking content according to the needs of the audience. (ELA-4-E5)</b>
<b>Unit 2:</b> 201C
<b>Unit 4:</b> 403C, 413C, 413H
<b>Unit 5:</b> 459C, 481C
<b>Unit 6:</b> 531C, 541C, 547D

<b>English Language Arts</b>
<b>Unit 6: Calling All Experts—Reading and Writing Nonfiction</b>
<b>50. Read and interpret timelines, charts, graphs, schedules, tables, diagrams, and maps generated from grade-appropriate materials. (ELA-5-E6)</b>
<b>Unit 1:</b> 63F, 113D
<b>Unit 2:</b> 205D
<b>Unit 3:</b> 223D, 255D
<b>Unit 4:</b> 389D
<b>Unit 6:</b> 491C, 499D



## Unit 7: Passport to the Past—Autobiographies and Biographies

### English Language Arts

#### Unit 7: Passport to the Past—Autobiographies and Biographies

**8. Connect information in grade-appropriate texts to prior knowledge and real-life situation sin oral and written responses. (ELA-1-E6)**

**Unit 1:** 31, 47, 65, 79, 97, 113, 117, 119, 121, 121C, 123

**Unit 2:** 131, 143, 153, 171, 185C, 187, 189, 191, 193, 195, 197, 199, 201

**Unit 3:** 223, 230, 239, 242, 255, 263, 265, 267, 269, 271, 285C, 287, 307, 309, 311, 313, 317C

**Unit 4:** 324, 333, 359, 375, 379, 381, 383, 385, 387, 389, 394, 403, 413

**Unit 5:** 418, 423, 430, 433, 443, 459, 464, 473, 481

**Unit 6:** 491, 492, 493, 495, 497, 497C, 499, 507, 519, 531, 541, 547

### English Language Arts

#### Unit 7: Passport to the Past—Autobiographies and Biographies

**10. Demonstrate oral reading fluency of at least 140 words per minute in fourth-grade text with appropriate pacing, intonation, and expression. (ELA-1-E7)**

**Unit 1:** 19M, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42,43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82, 83, 84,85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111

**Unit 2:** 125K, 126, 127, 128, 129, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 146, 147, 148, 149, 150, 151, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199

**Unit 3:** 207K, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 224, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 258, 259, 260, 261, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317

**Unit 4:** 321M, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 376, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 390, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 406, 407, 408, 409, 410, 411

**Unit 5:** 415M, 416, 417, 418, 419, 420, 421, 424, 426, 427, 428, 429, 430, 431, 434, 435, 436, 437, 438, 439, 440, 441, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 460, 461,462, 463,464, 465, 466, 467, 468, 469, 470, 471, 474, 476, 477, 478, 479

**Unit 6:** 483K, 484, 485, 486, 487, 488, 489, 494, 495, 496, 497, 502, 503, 504, 505, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 520, 522, 523, 524, 525, 526, 527, 528, 529, 532, 533, 534, 535, 536, 537, 538, 539, 542, 543, 544, 545

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>14e. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as: Comparing and contrasting story elements or information within and across texts. (ELA-7-E1)</b>
<b>Unit 1:</b> 39, 43, 45C, 79B  <b>Unit 2:</b> 131, 143, 143A, 146N, 153, 153A, 181, 187, 199D, 201A, 205  <b>Unit 3:</b> 253E, 285E, 319  <b>Unit 4:</b> 331D, 372, 389, 389A, 399, 403, 413  <b>Unit 5:</b> 433, 443, 459, 473, 481  <b>Unit 6:</b> 493, 497, 507, 513, 519, 531, 531A, 541, 547, 547A

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>14g. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as: Making simple inferences. (ELA-7-E1)</b>
<b>Unit 1:</b> 77F, 101, 103, 105, 107, 109, 111, 111C  <b>Unit 3:</b> 227, 229, 231, 237C  <b>Unit 4:</b> 329, 331, 343, 345, 347, 349  <b>Unit 5:</b> 447, 449, 451  <b>Unit 6:</b> 467, 469, 471, 471C, 541D

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>18. Explain how an author’s purpose influences organization of a text, word choice, and sentence structure. (ELA-7-E3)</b>
<b>Unit 3:</b> 233, 235, 237, 315, 317  <b>Unit 4:</b> 361, 363, 365, 373C  <b>Unit 5:</b> 431E, 434P, 435, 437, 439, 441, 446P, 453, 455, 457, 457D  <b>Unit 6:</b> 503, 505, 529E

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>19d. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Generating questions to guide examination of topics in texts and real-life situations. (ELA-7-E4)</b>
<b>Unit 1:</b> 19P, 29A, 45A, 63A, 77A, 95A, 111A, 121A, 123A  <b>Unit 2:</b> 129A, 141A, 151A, 169A, 185A, 187I, 199A, 203A  <b>Unit 3:</b> 221A, 223I, 237A, 253A, 261A, 285A, 287I, 305A, 307C, 317A, 319C  <b>Unit 4:</b> 331A, 357A, 387A, 401A, 403I, 411A, 413C  <b>Unit 5:</b> 421A, 423I, 431A, 441A, 457A, 471A, 479A, 481C  <b>Unit 6:</b> 489A, 497A, 505A, 517A, 529A, 531I, 539A, 541I, 545A, 547C

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>19e. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Explaining connection between information from texts and real-life experiences. (ELA-7-E4)</b>
<b>Unit 1:</b> 31, 47, 65, 79, 97, 113, 117, 119, 121, 121C, 123
<b>Unit 2:</b> 131, 143, 153, 171, 185C, 187, 189, 191, 193, 195, 197, 199, 201
<b>Unit 3:</b> 223, 230, 239, 242, 255, 263, 265, 267, 269, 271, 285C, 287, 307, 309, 311, 313, 317C
<b>Unit 4:</b> 324, 333, 359, 375, 379, 381, 383, 385, 387, 389, 394, 403, 413
<b>Unit 5:</b> 418, 423, 430, 433, 443, 459, 464, 473, 481
<b>Unit 6:</b> 491, 492, 493, 495, 497, 497C, 499, 507, 519, 531, 541, 547

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>20a. Write compositions of at least three paragraphs organized with the following: A clearly stated central idea. (ELA-7-E1)</b>
<b>Unit 1:</b> 65E, 65F, 65G, 65H, 65I, 65J, 95E, 111F, 113E, 113F, 113G, 113H, 113I, 113J, 121E
<b>Unit 2:</b> 129E, 131E, 131F< 131G, 131H, 131I, 131J, 143E, 143F, 143G, 143H, 143I, 143J, 153E, 153F, 153G, 153H, 153I, 153J, 171E, 171F, 171G, 171H, 171I, 171J, 187E, 187F, 187G, 187H, 187I, 187J, 201E, 201F, 201G, 201H, 201I, 201J, 203D, 203F, 205E, 205F, 205G, 205H, 205I, 205J
<b>Unit 3:</b> 223E, 223F, 223G, 223H, 223I, 223J, 253E, 255E, 255F, 255G, 255H, 255I, 255J, 263E, 263F, 263G, 263H, 263I, 263J, 285D, 305D, 307E, 307F, 307G, 307H, 307I, 307J, 317C, 319E, 319F, 319G, 319H, 319I, 319J
<b>Unit 4:</b> 333E, 333F, 333G, 333H, 333I, 333J, 359E, 359F, 359G, 359H, 359I, 359J, 375E, 375F, 375G, 375H, 375I, 375J, 387F, 389E, 389F, 389G, 389H, 389I, 389J, 401D, 403E, 403F, 403G, 403H, 403I, 403J, 413E, 413F, 413G, 413H, 413I, 413J
<b>Unit 5:</b> 423E, 423F, 423G, 423H, 423I, 423J, 431D, 443E, 443F, 443G, 443H, 443I, 443J, 457C, 459E, 459F, 459G, 459H, 459I, 459J, 471D, 473E, 473F, 473G, 473H, 473I, 473J
<b>Unit 6:</b> 489D, 497D, 517D, 517E, 529D, 539D, 539E, 541E, 541F, 541G, 541H, 541I, 541J, 545D, 547E, 547F, 547G, 547H, 547I, 547J

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>20b. Write compositions of at least three paragraphs organized with the following: An introduction and a conclusion. (ELA-7-E1)</b>
<b>Unit 1:</b> 65E, 65F, 65G, 65H, 65I, 65J, 95E, 111F, 113E, 113F, 113G, 113H, 113I, 113J, 121E
<b>Unit 2:</b> 129E, 131E, 131F< 131G, 131H, 131I, 131J, 143E, 143F, 143G, 143H, 143I, 143J, 153E, 153F, 153G, 153H, 153I, 153J, 171E, 171F, 171G, 171H, 171I, 171J, 187E, 187F, 187G, 187H, 187I, 187J, 201E, 201F, 201G, 201H, 201I, 201J, 203D, 203F, 205E, 205F, 205G, 205H, 205I, 205J
<b>Unit 3:</b> 223E, 223F, 223G, 223H, 223I, 223J, 253E, 255E, 255F, 255G, 255H, 255I, 255J, 263E, 263F, 263G, 263H, 263I, 263J, 285D, 305D, 307E, 307F, 307G, 307H, 307I, 307J, 317C, 319E, 319F, 319G, 319H, 319I, 319J
<b>Unit 4:</b> 333E, 333F, 333G, 333H, 333I, 333J, 359E, 359F, 359G, 359H, 359I, 359J, 375E, 375F, 375G, 375H, 375I, 375J, 387F, 389E, 389F, 389G, 389H, 389I, 389J, 401D, 403E, 403F, 403G, 403H, 403I, 403J, 413E, 413F, 413G, 413H, 413I, 413J
<b>Unit 5:</b> 423E, 423F, 423G, 423H, 423I, 423J, 431D, 443E, 443F, 443G, 443H, 443I, 443J, 457C, 459E, 459F, 459G, 459H, 459I, 459J, 471D, 473E, 473F, 473G, 473H, 473I, 473J
<b>Unit 6:</b> 489D, 497D, 517D, 517E, 529D, 539D, 539E, 541E, 541F, 541G, 541H, 541I, 541J, 545D, 547E, 547F, 547G, 547H, 547I, 547J

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>20c. Write compositions of at least three paragraphs organized with the following: A middle developed with supporting details. (ELA-7-E1)</b>
<p><b>Unit 1:</b> 65E, 65F, 65G, 65H, 65I, 65J, 95E, 111F, 113E, 113F, 113G, 113H, 113I, 113J, 121E</p> <p><b>Unit 2:</b> 129E, 131E, 131F&lt; 131G, 131H, 131I, 131J, 143E, 143F, 143G, 143H, 143I, 143J, 153E, 153F, 153G, 153H, 153I, 153J, 171E, 171F, 171G, 171H, 171I, 171J, 187E, 187F, 187G, 187H, 187I, 187J, 201E, 201F, 201G, 201H, 201I, 201J, 203D, 203F, 205E, 205F, 205G, 205H, 205I, 205J</p> <p><b>Unit 3:</b> 223E, 223F, 223G, 223H, 223I, 223J, 253E, 255E, 255F, 255G, 255H, 255I, 255J, 263E, 263F, 263G, 263H, 263I, 263J, 285D, 305D, 307E, 307F, 307G, 307H, 307I, 307J, 317C, 319E, 319F, 319G, 319H, 319I, 319J</p> <p><b>Unit 4:</b> 333E, 333F, 333G, 333H, 333I, 333J, 359E, 359F, 359G, 359H, 359I, 359J, 375E, 375F, 375G, 375H, 375I, 375J, 387F, 389E, 389F, 389G, 389H, 389I, 389J, 401D, 403E, 403F, 403G, 403H, 403I, 403J, 413E, 413F, 413G, 413H, 413I, 413J</p> <p><b>Unit 5:</b> 423E, 423F, 423G, 423H, 423I, 423J, 431D, 443E, 443F, 443G, 443H, 443I, 443J, 457C, 459E, 459F, 459G, 459H, 459I, 459J, 471D, 473E, 473F, 473G, 473H, 473I, 473J</p> <p><b>Unit 6:</b> 489D, 497D, 517D, 517E, 529D, 539D, 539E, 541E, 541F, 541G, 541H, 541I, 541J, 545D, 547E, 547F, 547G, 547H, 547I, 547J</p>

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>20d. Write compositions of at least three paragraphs organized with the following: A logical, sequential order. (ELA-7-E1)</b>
<p><b>Unit 1:</b> 65E, 65F, 65G, 65H, 65I, 65J, 95E, 111F, 113E, 113F, 113G, 113H, 113I, 113J, 121E</p> <p><b>Unit 2:</b> 129E, 131E, 131F&lt; 131G, 131H, 131I, 131J, 143E, 143F, 143G, 143H, 143I, 143J, 153E, 153F, 153G, 153H, 153I, 153J, 171E, 171F, 171G, 171H, 171I, 171J, 187E, 187F, 187G, 187H, 187I, 187J, 201E, 201F, 201G, 201H, 201I, 201J, 203D, 203F, 205E, 205F, 205G, 205H, 205I, 205J</p> <p><b>Unit 3:</b> 223E, 223F, 223G, 223H, 223I, 223J, 253E, 255E, 255F, 255G, 255H, 255I, 255J, 263E, 263F, 263G, 263H, 263I, 263J, 285D, 305D, 307E, 307F, 307G, 307H, 307I, 307J, 317C, 319E, 319F, 319G, 319H, 319I, 319J</p> <p><b>Unit 4:</b> 333E, 333F, 333G, 333H, 333I, 333J, 359E, 359F, 359G, 359H, 359I, 359J, 375E, 375F, 375G, 375H, 375I, 375J, 387F, 389E, 389F, 389G, 389H, 389I, 389J, 401D, 403E, 403F, 403G, 403H, 403I, 403J, 413E, 413F, 413G, 413H, 413I, 413J</p> <p><b>Unit 5:</b> 423E, 423F, 423G, 423H, 423I, 423J, 431D, 443E, 443F, 443G, 443H, 443I, 443J, 457C, 459E, 459F, 459G, 459H, 459I, 459J, 471D, 473E, 473F, 473G, 473H, 473I, 473J</p> <p><b>Unit 6:</b> 489D, 497D, 517D, 517E, 529D, 539D, 539E, 541E, 541F, 541G, 541H, 541I, 541J, 545D, 547E, 547F, 547G, 547H, 547I, 547J</p>

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>20e. Write compositions of at least three paragraphs organized with the following: Transitional words and phrases that unify points and ideas. (ELA-7-E1)</b>
<p><b>Unit 1:</b> 65E, 65F, 65G, 65H, 65I, 65J, 95E, 111F, 113E, 113F, 113G, 113H, 113I, 113J, 121E</p> <p><b>Unit 2:</b> 129E, 131E, 131F&lt; 131G, 131H, 131I, 131J, 143E, 143F, 143G, 143H, 143I, 143J, 153E, 153F, 153G, 153H, 153I, 153J, 171E, 171F, 171G, 171H, 171I, 171J, 187E, 187F, 187G, 187H, 187I, 187J, 201E, 201F, 201G, 201H, 201I, 201J, 203D, 203F, 205E, 205F, 205G, 205H, 205I, 205J</p> <p><b>Unit 3:</b> 223E, 223F, 223G, 223H, 223I, 223J, 253E, 255E, 255F, 255G, 255H, 255I, 255J, 263E, 263F, 263G, 263H, 263I, 263J, 285D, 305D, 307E, 307F, 307G, 307H, 307I, 307J, 317C, 319E, 319F, 319G, 319H, 319I, 319J</p> <p><b>Unit 4:</b> 333E, 333F, 333G, 333H, 333I, 333J, 359E, 359F, 359G, 359H, 359I, 359J, 375E, 375F, 375G, 375H, 375I, 375J, 387F, 389E, 389F, 389G, 389H, 389I, 389J, 401D, 403E, 403F, 403G, 403H, 403I, 403J, 413E, 413F, 413G, 413H, 413I, 413J</p> <p><b>Unit 5:</b> 423E, 423F, 423G, 423H, 423I, 423J, 431D, 443E, 443F, 443G, 443H, 443I, 443J, 457C, 459E, 459F, 459G, 459H, 459I, 459J, 471D, 473E, 473F, 473G, 473H, 473I, 473J</p> <p><b>Unit 6:</b> 489D, 497D, 517D, 517E, 529D, 539D, 539E, 541E, 541F, 541G, 541H, 541I, 541J, 545D, 547E, 547F, 547G, 547H, 547I, 547J</p>

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>21. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences. (ELA-2-E1)</b>
<p><b>Unit 1:</b> 65E, 65F, 65G, 65H, 65I, 65J, 95E, 111F, 113E, 113F, 113G, 113H, 113I, 113J, 121E</p> <p><b>Unit 2:</b> 129E, 131E, 131F&lt; 131G, 131H, 131I, 131J, 143E, 143F, 143G, 143H, 143I, 143J, 153E, 153F, 153G, 153H, 153I, 153J, 171E, 171F, 171G, 171H, 171I, 171J, 187E, 187F, 187G, 187H, 187I, 187J, 201E, 201F, 201G, 201H, 201I, 201J, 203D, 203F, 205E, 205F, 205G, 205H, 205I, 205J</p> <p><b>Unit 3:</b> 223E, 223F, 223G, 223H, 223I, 223J, 253E, 255E, 255F, 255G, 255H, 255I, 255J, 263E, 263F, 263G, 263H, 263I, 263J, 285D, 305D, 307E, 307F, 307G, 307H, 307I, 307J, 317C, 319E, 319F, 319G, 319H, 319I, 319J</p> <p><b>Unit 4:</b> 333E, 333F, 333G, 333H, 333I, 333J, 359E, 359F, 359G, 359H, 359I, 359J, 375E, 375F, 375G, 375H, 375I, 375J, 387F, 389E, 389F, 389G, 389H, 389I, 389J, 401D, 403E, 403F, 403G, 403H, 403I, 403J, 413E, 413F, 413G, 413H, 413I, 413J</p> <p><b>Unit 5:</b> 423E, 423F, 423G, 423H, 423I, 423J, 431D, 443E, 443F, 443G, 443H, 443I, 443J, 457C, 459E, 459F, 459G, 459H, 459I, 459J, 471D, 473E, 473F, 473G, 473H, 473I, 473J</p> <p><b>Unit 6:</b> 489D, 497D, 517D, 517E, 529D, 539D, 539E, 541E, 541F, 541G, 541H, 541I, 541J, 545D, 547E, 547F, 547G, 547H, 547I, 547J</p>

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>22. Identify an audience for a specific writing assignment and select appropriate vocabulary, details, and information to create a tone or set the mood and to affect or manipulate the intended audience. (ELA-2-E2)</b>
<b>Unit 1:</b> 31H, 47F, 47J
<b>Unit 2:</b> 131G, 143G, 153G, 171G, 187G, 201G, 205G
<b>Unit 4:</b> 333G, 359G, 375G, 389G, 403G, 413G
<b>Unit 5:</b> 423G, 433G, 443G, 443H, 459G, 473G, 481G
<b>Unit 6:</b> 491G, 499G, 507G, 519G, 531G, 541G, 547G

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>23a. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Selecting topic and form. (ELA-2-E3)</b>
<b>Unit 1:</b> 20N, 31B, 31C, 31F, 31G, 31H, 31I, 31J, 32M, 47B, 47F, 47G, 47H, 47I, 47J, 63E, 65B, 79B, 97B, 113B, 123B
<b>Unit 2:</b> 131B, 131C, 131F, 131G, 143B, 143F, 143G, 153B, 153F, 153G, 171B, 171F, 171G, 187B, 187F, 187G, 201B, 201F, 201G, 205B, 205F, 205G
<b>Unit 3:</b> 223B, 223C, 223F, 223G, 239B, 255B, 263B, 263F, 287B, 307B, 319B
<b>Unit 4:</b> 331A, 333B, 333F, 333G, 359B, 359F, 359G, 375B, 375F, 375G, 377B, 389B, 389F, 389G, 391A, 403F, 403G, 413B, 413F, 413G
<b>Unit 5:</b> 423F, 423G, 433F, 433G, 443F, 443G, 459F, 459G, 473F, 473G, 481F, 481G
<b>Unit 6:</b> 491B, 491F, 491G, 499B, 499F, 499G, 507B, 507F, 507G, 519B, 519F, 519G, 531B, 531F, 531G, 541B, 541F, 541G, 547B, 547F, 547G

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>23b. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers). (ELA-2-E3)</b>
<b>Unit 1:</b> 20N, 31B, 31C, 31F, 31G, 31H, 31I, 31J, 32M, 47B, 47F, 47G, 47H, 47I, 47J, 63E, 65B, 79B, 97B, 113B, 123B
<b>Unit 2:</b> 131B, 131C, 131F, 131G, 143B, 143F, 143G, 153B, 153F, 153G, 171B, 171F, 171G, 187B, 187F, 187G, 201B, 201F, 201G, 205B, 205F, 205G
<b>Unit 3:</b> 223B, 223C, 223F, 223G, 239B, 255B, 263B, 263F, 287B, 307B, 319B
<b>Unit 4:</b> 331A, 333B, 333F, 333G, 359B, 359F, 359G, 375B, 375F, 375G, 377B, 389B, 389F, 389G, 391A, 403F, 403G, 413B, 413F, 413G
<b>Unit 5:</b> 423F, 423G, 433F, 433G, 443F, 443G, 459F, 459G, 473F, 473G, 481F, 481G
<b>Unit 6:</b> 491B, 491F, 491G, 499B, 499F, 499G, 507B, 507F, 507G, 519B, 519F, 519G, 531B, 531F, 531G, 541B, 541F, 541G, 547B, 547F, 547G

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>23c. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Drafting. (ELA-2-E3)</b>
<b>Unit 1:</b> 31H, 47F, 47J
<b>Unit 2:</b> 131G, 143G, 153G, 171G, 187G, 201G, 205G
<b>Unit 4:</b> 333G, 359G, 375G, 389G, 403G, 413G
<b>Unit 5:</b> 423G, 433G, 443G, 443H, 459G, 473G, 481G
<b>Unit 6:</b> 491G, 499G, 507G, 519G, 531G, 541G, 547G

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>23d. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Conferencing with peers and teachers. (ELA-2-E3)</b>
<b>Unit 1:</b> 31A, 47A, 65A, 79A, 79F, 79G, 79H, 79I, 79J, 97A, 97F, 97G, 97H, 97I, 97J, 113A, 123A
<b>Unit 2:</b> 131A, 143A, 151B, 153A, 153D, 171A, 187A, 201A, 205A
<b>Unit 3:</b> 223A, 239A, 255A, 263A, 263I, 287A, 307A, 319A
<b>Unit 4:</b> 333A, 359A, 359I, 375A, 375I, 389A, 389I, 403A, 403I, 413A, 413I
<b>Unit 5:</b> 423A, 423I, 433A, 43I, 443A, 443I, 459A, 459I, 473A, 473I, 481A, 481I
<b>Unit 6:</b> 491A, 491I, 499A, 499I, 501A, 507I, 519A, 519I, 531A, 531I, 541A, 541I, 547A, 547I

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>23e. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Revising based on feedback and use of various tools (e.g., LEAP21 Writer’s Checklist, rubrics). (ELA-2-E3)</b>
<b>Unit 1:</b> 79F, 79G, 79H, 79I, 79J, 97F, 97G, 97H, 97I, 97J
<b>Unit 2:</b> 131I, 143I, 153I, 171I, 187I, 201I, 205I
<b>Unit 3:</b> 22I, 263C, 263I
<b>Unit 4:</b> 333I, 359I, 375I, 389C, 389I, 403I, 413I
<b>Unit 5:</b> 423I, 433I, 443I, 459I, 473I, 481I
<b>Unit 6:</b> 491I, 499I, 507I, 519I, 531I, 541I, 547I

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>23f. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Proofreading/editing. (ELA-2-E3)</b>
<b>Unit 1:</b> 31H, 47H, 65H, 79H <b>Unit 2:</b> 131H, 143H, 153H, 171H, 187H, 201H, 205H <b>Unit 3:</b> 239H, 255H, 263H, 287H, 307H, 319H <b>Unit 4:</b> 333H, 359H, 375H, 389H, 403H <b>Unit 5:</b> 423H, 433H, 443H, 459H, 473H, 481H <b>Unit 6:</b> 491H, 499H, 531H, 547H

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>23g. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Publishing using available technology. (ELA-2-E3)</b>
<b>Unit 1:</b> 20D, 20M, 29A, 32D, 32M, 45A, 48D, 48N, 63A, 66D, 66M, 77A, 82D, 82M, 95A, 100D, 100M, 111A, 116D, 116M, 121A <b>Unit 2:</b> 126D, 126M, 132D, 132M, 141A, 141F, 143D, 146D, 146M, 151A, 153D, 156D, 156M, 169A, 169F, 171D, 172D, 172P, 185A, 187D, 188D, 188M, 199A, 201D, 202D, 202N, 203A, 205D <b>Unit 3:</b> 207F, 207P, 208D, 208O, 221A, 226D, 226N, 237A, 242D, 242P, 253A, 258D, 258M, 261A, 264D, 264M, 285A, 288D, 288O, 305A, 308D, 308O, 317A <b>Unit 4:</b> 322D, 322O, 331A, 333J, 334D, 334M, 357A, 360D, 360N, 373A, 375J, 378D, 378O, 387A, 392D, 392N, 401A, 406D, 406M, 411A, 413J <b>Unit 5:</b> 416D, 416P, 421A, 423J, 426D, 426P, 431A, 424D, 424M, 441A, 446D, 446M, 457A, 460D, 460M, 471A, 473D, 476D, 476M, 479A, 481J <b>Unit 6:</b> 483P, 486D, 489A, 492D, 502D, 502P, 507J, 508D, 508P, 517A, 522D, 522P, 529A, 532D, 532M, 539A, 542D, 542M, 545A

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>26b. Write for various purposes, including: Informational reports that include facts and examples and that present important details in a logical order. (ELA-2-E6)</b>
<b>Unit 1:</b> 31F, 31G, 31H, 31I, 31J, 47F, 47G, 47H, 47I, 47J, 65F, 65G, 65H, 65I, 65J, 79F, 79G, 79H, 79I, 79J, 97F, 97G, 97H, 97I, 97J, 113F, 113G, 113H, 113I, 113J, 123F, 123G, 123H, 123I, 123J <b>Unit 2:</b> 131F, 131G, 131H, 131I, 131J, 143F, 143G, 143H, 143I, 143J, 153F, 153G, 153H, 153I, 153J, 171F, 171G, 171H, 171I, 171J, 187F, 187G, 187H, 187I, 187J, 201F, 201G, 201H, 201I, 201J, 205F, 205G, 205H, 205I, 205J <b>Unit 3:</b> 223F, 223G, 223H, 223I, 223J, 239F, 239G, 239H, 239I, 239J, 255F, 255G, 255H, 255I, 255J, 263F, 263G, 263H, 263I, 263J, 287F, 287G, 287H, 287I, 287J, 307F, 307G, 307H, 307I, 307J, 319F, 319G, 319H, 319I, 319J <b>Unit 4:</b> 333F, 333G, 333H, 333I, 333J, 359F, 359G, 359H, 359I, 359J, 375F, 375G, 375H, 375I, 375J, 389F, 389G, 389H, 389I, 389J, 403F, 403G, 403H, 403I, 403J, 413F, 413G, 413H, 413I, 413J <b>Unit 5:</b> 423F, 423G, 423H, 423I, 423J, 433F, 433G, 433H, 433I, 433J, 443F, 443G, 443H, 443I, 443J, 459F, 459G, 459H, 459I, 459J, 473F, 473G, 473H, 473I, 473J, 481F, 481G, 481H, 481I, 481J <b>Unit 6:</b> 541F, 541G, 541H, 541I, 541J, 547F, 547G, 547H, 547I, 547J



<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>27. Write legibly in standard cursive or printed form, indenting paragraphs appropriately, using standard margins, and demonstrating fluency. (ELA-3-E1)</b>
<b>Unit 1:</b> 31J, 47J, 65J, 79J, 97J, 113J, 123J
<b>Unit 2:</b> 131J, 143J, 153J, 171J, 187J, 201J, 205J
<b>Unit 3:</b> 223J, 239J, 255J, 263J, 287J, 307J, 319J
<b>Unit 4:</b> 333J, 359J, 375J, 389J, 403J, 413J
<b>Unit 5:</b> 423J, 433J, 443J, 459J, 473J, 481J
<b>Unit 6:</b> 491J, 499J, 507J, 519J, 531J, 541J, 547J

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>28. Use standard English punctuation, including apostrophes in contractions and in the possessive case of singular and plural nouns. (ELA-3-E2)</b>
<b>Unit 1:</b> 47F, 47G, 47H, 116K, 116L, 123F, 123G, 123H
<b>Unit 2:</b> 171F, 171G, 171H, 172K, 172L, 201F, 201G, 201H, 205F, 205G, 205H
<b>Unit 3:</b> 223F, 223G, 223H, 242L, 258K, 258L, 319F, 319G, 319H
<b>Unit 4:</b> 375F, 375G, 375H, 403F, 403G, 403H, 413F, 413G, 413H
<b>Unit 5:</b> 416K, 416L
<b>Unit 6:</b> 499E, 499F, 499G, 499H, 508K, 508L, 547E, 547F, 547G, 547H

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>29. Capitalize greetings, titles of respect, and titles of books, articles, chapters, movies, and songs. (ELA-3-E2)</b>
<b>Unit 1:</b> 113F
<b>Unit 2:</b> 143F, 143G, 143H, 205F, 205G, 205H
<b>Unit 3:</b> 223J, 242L
<b>Unit 4:</b> 334K, 334L
<b>Unit 6:</b> 484K, 484L, 499E, 499F, 499G, 499H, 502K, 502L, 532K, 532L, 547E, 547F, 547G, 547H

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>30b. Write using standard English structure and usage, including: Avoiding writing with sentence fragments and run-on sentences. (ELA-3-E3)</b>
<b>Unit 2:</b> 131F, 131G, 131H, 205F, 205G, 205H
<b>Unit 5:</b> 459F, 459G, 459H, 481F, 481G, 481H
<b>Unit 6:</b> 519F, 519G, 519H, 547F, 547G, 547H
<b>Language Arts Handbook:</b> 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>31a. Apply knowledge of parts of speech in writing, including: Selecting and using common interjections appropriately. (ELA-3-E4)</b>
<b>Unit 4</b> 375E, 375F, 375G, 375H

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>31b. Apply knowledge of parts of speech in writing, including: Identifying and using transitive and intransitive verbs correctly. (ELA-3-E4)</b>
<b>Unit 1:</b> 79F, 79G, 79H, 123F, 123G, 123H
<b>Unit 3:</b> 239F, 239G, 239H, 319F, 319G, 319H
<b>Unit 6:</b> 491F, 491G, 491H, 531F, 531G, 531H, 541F, 541G, 541H, 547F, 547G, 547H
<b>Language Arts Handbook:</b> 312, 313

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>31c. Apply knowledge of parts of speech in writing, including: Identifying and using verb tenses correctly, including present perfect, past perfect, and future perfect. (ELA-3-E4)</b>
<b>Unit 1:</b> 79F, 79G, 79H, 123F, 123G, 123H
<b>Unit 3:</b> 239F, 239G, 239H, 319F, 319G, 319H
<b>Unit 6:</b> 491F, 491G, 491H, 531F, 531G, 531H, 541F, 541G, 541H, 547F, 547G, 547H
<b>Language Arts Handbook:</b> 312, 313

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>31d. Apply knowledge of parts of speech in writing, including: Using grade-appropriate irregular verb tenses correctly. (ELA-3-E4)</b>
<b>Unit 1:</b> 79F, 79G, 79H, 123F, 123G, 123H
<b>Unit 3:</b> 239F, 239G, 239H, 319F, 319G, 319H
<b>Unit 6:</b> 491F, 491G, 491H, 531F, 531G, 531H, 541F, 541G, 541H, 547F, 547G, 547H
<b>Language Arts Handbook:</b> 312, 313

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>32. Use knowledge of root words, affixes, and syllable constructions to spell words. (ELA-3-E5)</b>
<p><b>Unit 1:</b> 31E, 31F, 31G, 31H, 31I, 31J, 47E, 47F, 47G, 47H, 47I, 47J, 65E, 65F, 65G, 65H, 65I, 65J, 79E, 79F, 79G, 79H, 79I, 79J, 81A, 97E, 97F, 97G, 97H, 97I, 97J, 113E, 113F, 113G, 113H, 113I, 113J, 1321E, 123E, 123F, 123G, 123H, 123I, 123J, 123M</p> <p><b>Unit 2:</b> 131E, 131F, 131G, 131H, 131I, 131J, 143E, 143F, 143G, 143H, 143I, 143J, 153E, 153F, 153G, 153H, 153I, 153J, 171E, 171F, 171G, 171H, 171I, 171J, 187E, 187F, 187G, 187H, 187I, 187J, 201E, 210F, 201G, 201H, 201I, 210J, 205E, 205F, 205G, 205H, 205I, 205J</p> <p><b>Unit 3:</b> 2223E, 223F, 223G, 223H, 223I, 223J, 239E, 239F, 239G, 239H, 239I, 239J, 255E, 255F, 255G, 255H, 255I, 255J, 263E, 263F, 263G, 263H, 263I, 263J, 287E, 287F, 287G, 287H, 287I, 287J, 307E, 307F, 307G, 307H, 307I, 307J, 319E, 319F, 319G, 319H, 319I, 319J</p> <p><b>Unit 4:</b> 333E, 333F, 333G, 333H, 333I, 333J, 359E, 359F, 359G, 359H, 359I, 359J, 375E, 375F, 375G, 375H, 375I, 375J, 389E, 389F, 389G, 389H, 389I, 389J, 403E, 403F, 403G, 403H, 403I, 430J, 413E, 413F, 413G, 413H, 413I, 413J</p> <p><b>Unit 5:</b> 423E, 423F, 423G, 423H, 423I, 423J, 433E, 433F, 433G, 433H, 433I, 433J, 443E, 443F, 443G, 443H, 443I, 443J, 459E, 459F, 459G, 459H, 459I, 459J, 473E, 473F, 473G, 473H, 473I, 473J, 481E, 481F, 481G, 481H, 481I, 481J</p> <p><b>Unit 6:</b> 491E, 491F, 491G, 491H, 491I, 491J, 499E, 499F, 499G, 499H, 499I, 499J, 507E, 507F, 507G, 507H, 507I, 507J, 519E, 519F, 519G, 519H, 519I, 519J, 531E, 531F, 531G, 531H, 531I, 531J, 541E, 541F, 541G, 541H, 541I, 541J, 547E, 547F, 547G, 547H, 547I, 47J</p>

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>34. Adjust pacing to suit purpose, audience, and setting when speaking. (ELA-4-E1)</b>
<p><b>Unit 1:</b> 113C, 115B</p> <p><b>Unit 2:</b> 201C</p> <p><b>Unit 3:</b> 241B, 239I, 263D, 307I, 319C</p> <p><b>Unit 4:</b> 391B</p> <p><b>Unit 5:</b> 425B, 459C, 475B</p> <p><b>Unit 6:</b> 491I, 499I, 521B, 541C, 547D</p>

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>36a. Deliver presentations that include the following: Information drawn from several sources and identification of the sources. (ELA-4-E4)</b>
<p><b>Unit 1:</b> 31G, 65I, 77C, 95E, 97G</p> <p><b>Unit 2:</b> 153G, 153H, 153I, 171F, 171G, 171H, 171I, 187F, 187G, 187H, 187I, 201G, 201H, 201I, 205F, 205G, 205H</p> <p><b>Unit 3:</b> 255G, 255H, 255I, 255J</p> <p><b>Unit 4:</b> 333F, 333G, 333H, 333I, 359F, 359H, 359I, 375H, 375I</p>

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>36c. Deliver presentations that include the following: Details, examples, anecdotes, or statistics that explain or clarify information. (ELA-4-E4)</b>
<b>Unit 1:</b> 31G, 65I, 77C, 95E, 97G
<b>Unit 2:</b> 153G, 153H, 153I, 171F, 171G, 171H, 171I, 187F, 187G, 187H, 187I, 201G, 201H, 201I, 205F, 205G, 205H
<b>Unit 3:</b> 255G, 255H, 255I, 255J
<b>Unit 4:</b> 333F, 333G, 333H, 333I, 359F, 359H, 359I, 375H, 375I

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>37. Demonstrate active listening strategies, including asking questions, responding to cues, and making eye contact. (ELA-4-E5)</b>
<b>Unit 1:</b> 31I, 123C
<b>Unit 2:</b> 131I, 187I, 205C
<b>Unit 3:</b> 223I, 307C, 319C
<b>Unit 4:</b> 401F, 403I, 413C
<b>Unit 5:</b> 423I, 481C
<b>Unit 6:</b> 531I, 541I, 547C

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>38. Adjust speaking content according to the needs of the audience. (ELA-4-E5)</b>
<b>Unit 2:</b> 201C
<b>Unit 4:</b> 403C, 413C, 413H
<b>Unit 5:</b> 459C, 481C
<b>Unit 6:</b> 531C, 541C, 547D

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>39. Listen to and critique messages such as advertising that are communicated in a variety of mediums, including television and print. (ELA-4-E6)</b>
<b>Unit 5:</b> 423C
<b>Unit 6:</b> 536, 542

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>41a. Locate information using organizational features of a variety of resources, including: Electronic information such as keyword searches, passwords, and entry menu features. (ELA-5-E1)</b>
<b>Unit 1:</b> 31D, 45F, 63F, 95E
<b>Unit 2:</b> 131D, 141E, 141F, 143D, 169F, 171C, 181E, 181F, 181G, 181H, 181I, 181J, 199E, 203E
<b>Unit 3:</b> 221C, 21E, 237E, 239D, 253F, 261D, 261F, 285F, 287D, 305F, 317E
<b>Unit 4:</b> 331E, 331F, 333D, 373F, 375D, 387E, 387F, 389D, 401F, 403D, 411F
<b>Unit 5:</b> 421F, 441E, 441F, 457E, 457F, 459D, 459E, 459F, 459G, 459H, 459I, 459J, 471F, 473D, 479E, 479F
<b>Unit 6:</b> 491D, 497F, 505E, 505F, 517F, 519D, 529F, 531C, 531D, 539E, 545F

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>42. Locate information using a broad variety of reference sources, including almanacs, atlases, newspapers, magazines, and brochures. (ELA-5-E1)</b>
<b>Unit 1:</b> 79C, 95E
<b>Unit 2:</b> 131D
<b>Unit 3:</b> 223E, 239E, 255E, 263E, 287D, 287E, 307E, 319E
<b>Unit 4:</b> 331E, 333D, 389D, 411F
<b>Unit 5:</b> 459G, 473G
<b>Unit 6:</b> 489F, 499I, 505F, 507I, 519D, 531D, 531I, 539E, 545F

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>43a. Evaluate the usefulness of information selected from multiple sources, including: Library and online databases. (ELA-5-E2)</b>
<b>Unit 1:</b> 47D, 65C
<b>Unit 2:</b> 187D, 205D
<b>Unit 3:</b> 208, 223A, 223D
<b>Unit 4:</b> 359C
<b>Unit 6:</b> 497F, 499D, 505E, 537

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>43b. Evaluate the usefulness of information selected from multiple sources, including: Electronic reference works. (ELA-5-E2)</b>
<b>Unit 1:</b> 47D, 65C
<b>Unit 2:</b> 187D, 205D
<b>Unit 3:</b> 208, 223A, 223D
<b>Unit 4:</b> 359C
<b>Unit 6:</b> 497F, 499D, 505E, 537

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>43c. Evaluate the usefulness of information selected from multiple sources, including: Internet information. (ELA-5-E2)</b>
<b>Unit 1:</b> 47D, 65C
<b>Unit 2:</b> 187D, 205D
<b>Unit 3:</b> 208, 223A, 223D
<b>Unit 4:</b> 359C
<b>Unit 6:</b> 497F, 499D, 505E, 537

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>43d. Evaluate the usefulness of information selected from multiple sources, including: Interviews. (ELA-5-E2)</b>
<b>Unit 1:</b> 47D, 65C
<b>Unit 2:</b> 187D, 205D
<b>Unit 3:</b> 208, 223A, 223D
<b>Unit 4:</b> 359C
<b>Unit 6:</b> 497F, 499D, 505E, 537

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>45. Paraphrase or summarize information from a variety of sources. (ELA-5-E3)</b>
<b>Unit 1:</b> 29F, 79C
<b>Unit 2:</b> 187C, 187D
<b>Unit 3:</b> 221C, 317F
<b>Unit 4:</b> 373E, 387F
<b>Unit 5:</b> 431D, 441C
<b>Unit 6:</b> 489D

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>46. Construct simple outlines with main topics and subtopics that reflect the information gathered. (ELA-5-E3)</b>
<b>Unit 1:</b> 31C, 47C, 47D, 65C, 79C, 97C, 113C, 123C
<b>Unit 2:</b> 131C, 143C, 153C, 171C, 171D, 187C, 187D, 201C, 201D, 205C
<b>Unit 3:</b> 223C, 239C, 255C, 263C, 263D, 287C, 287D, 307C, 307D, 319C, 319D
<b>Unit 4:</b> 333C, 333D, 359C, 359D, 375C, 375D, 389C, 403C, 403D, 413C, 413D
<b>Unit 5:</b> 423C, 423D, 433C, 443C, 443D, 459C, 473C, 473D, 481C, 481D
<b>Unit 6:</b> 491C, 499C, 507C, 519C, 531C, 531D, 541C, 541D, 547C, 547D

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>47. Use electronic and print resources (e.g., spelling, grammar, and thesaurus checks) to revise and publish book reviews and research reports. (ELA-5-E4)</b>
<b>Unit 1:</b> 29F, 31D, 45F, 63F, 77F, 79D, 79G, 79H, 79I, 79J, 95E, 97G, 97H, 97I, 97J, 111F, 113D, 123C, 123G, 123H, 123I, 123J
<b>Unit 2:</b> 131D, 141E, 141F, 169F, 171C, 187E, 187F, 187G, 187H, 187I, 187J, 199E, 203E
<b>Unit 3:</b> 221C, 221E, 237E, 239D, 253F, 261D, 261F, 285F, 287F, 305F, 317E
<b>Unit 4:</b> 331E, 331F, 333D, 373F, 375D, 387E, 387F, 389D, 401F, 403D, 411F
<b>Unit 5:</b> 421F, 441E, 441F, 457E, 457F, 459D, 459E, 459F, 459G, 459H, 459I, 459J, 471F, 473D, 479E, 479F
<b>Unit 6:</b> 491D, 497F, 505E, 505F, 517F, 519D, 529F, 531C, 531D, 539E, 545F

<b>English Language Arts</b>
<b>Unit 7: Passport to the Past—Autobiographies and Biographies</b>
<b>48. Create a list of sources (e.g., books, encyclopedias, online resources) following a specified format. (ELA-5-E5)</b>
<b>Unit 1:</b> 31D
<b>Unit 2:</b> 131D
<b>Unit 3:</b> 239D, 287D
<b>Unit 4:</b> 333D, 375D, 403D
<b>Unit 5:</b> 459D, 473D
<b>Unit 6:</b> 531D, 541D

## Unit 8: Recommended By—Author Study

### English Language Arts

#### Unit 8: Recommended By—Author Study

##### 5a. Identify a variety of story elements, including: The impact of setting on character. (ELA-1-E4)

**Unit 1:** 19E, 19F, 20D, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32D, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48D, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 66D, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 80, 81, 82D, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 100D, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 114, 116D, 116, 117, 118, 119, 120, 121

**Unit 2:** 125E, 125F, 126D, 126, 127, 128, 129, 132D, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 144, 145, 146D, 146, 147, 148, 149, 150, 151, 156D, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 172D, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 188D, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 202D, 202, 203

**Unit 3:** 207E, 207F, 208D, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 224, 225, 226D, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240, 241, 242D, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 258D, 258, 259, 260, 261, 264D, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 288D, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 308D, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317

**Unit 4:** 321E, 321F, 322D, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334D, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 360D, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 376, 377, 378D, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 390, 392D, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 406D, 406, 407, 408, 409, 410, 411

**Unit 5:** 415E, 415F, 416D, 416, 417, 418, 419, 420, 421, 424, 426D, 426, 427, 428, 429, 430, 431, 434D, 434, 435, 436, 437, 438, 439, 440, 441, 446D, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 460D, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 474, 476D, 476, 477, 478, 479

**Unit 6:** 483E, 483F, 484D, 484, 485, 486, 487, 488, 489, 492D, 492, 493, 494, 495, 496, 497, 502D, 502, 503, 504, 505, 508D, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 520, 521, 522D, 522, 523, 524, 525, 526, 527, 528, 529, 532D, 532, 533, 534, 535, 536, 537, 538, 539, 542D, 542, 543, 544, 545, 545



<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>5b. Identify a variety of story elements, including: Multiple conflicts. (ELA-1-E4)</b>
<p><b>Unit 1:</b> 19E, 19F, 20D, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32D, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48D, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 66D, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 80, 81, 82D, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 100D, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 114, 116D, 116, 117, 118, 119, 120, 121</p> <p><b>Unit 2:</b> 125E, 125F, 126D, 126, 127, 128, 129, 132D, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 144, 145, 146D, 146, 147, 148, 149, 150, 151, 156D, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 172D, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 188D, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 202D, 202, 203</p> <p><b>Unit 3:</b> 207E, 207F, 208D, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 224, 225, 226D, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240, 241, 242D, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 258D, 258, 259, 260, 261, 264D, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 288D, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 308D, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317</p> <p><b>Unit 4:</b> 321E, 321F, 322D, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334D, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 360D, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 376, 377, 378D, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 390, 392D, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 406D, 406, 407, 408, 409, 410, 411</p> <p><b>Unit 5:</b> 415E, 415F, 416D, 416, 417, 418, 419, 420, 421, 424, 426D, 426, 427, 428, 429, 430, 431, 434D, 434, 435, 436, 437, 438, 439, 440, 441, 446D, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 460D, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 474, 476D, 476, 477, 478, 479</p> <p><b>Unit 6:</b> 483E, 483F, 484D, 484, 485, 486, 487, 488, 489, 492D, 492, 493, 494, 495, 496, 497, 502D, 502, 503, 504, 505, 508D, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 520, 521, 522D, 522, 523, 524, 525, 526, 527, 528, 529, 532D, 532, 533, 534, 535, 536, 537, 538, 539, 542D, 542, 543, 544, 545, 545</p>

<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>5c. Identify a variety of story elements, including: First- and third-person points of view. (ELA-1-E4)</b>
<p><b>Unit 1:</b> 49, 51, 53, 55, 57, 59, 61, 63, 63C, 63D</p> <p><b>Unit 2:</b> 151D, 173, 175, 177</p> <p><b>Unit 3:</b> 249, 251, 253, 253C, 253D</p> <p><b>Unit 4:</b> 393, 395, 397, 399, 401, 401C, 401D</p> <p><b>Unit 5:</b> 425A, 477, 479</p>

<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>5d. Identify a variety of story elements, including: Development of theme. (ELA-1-E4)</b>
<p><b>Unit 1:</b> 29A, 31, 45A, 47, 63A, 65, 77A, 79, 121A, 123</p> <p><b>Unit 2:</b> 185, 185A, 199A, 201, 203A, 205</p> <p><b>Unit 3:</b> 253A, 285A, 317A</p> <p><b>Unit 4:</b> 331A, 372, 373A, 387A</p> <p><b>Unit 5:</b> 479A</p> <p><b>Unit 6:</b> 517A</p>

<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>10. Demonstrate oral reading fluency of at least 140 words per minute in fourth-grade text with appropriate pacing, intonation, and expression. (ELA-1-E7)</b>
<p><b>Unit 1:</b> 19M, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111</p> <p><b>Unit 2:</b> 125K, 126, 127, 128, 129, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 146, 147, 148, 149, 150, 151, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199</p> <p><b>Unit 3:</b> 207K, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 224, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 258, 259, 260, 261, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317</p> <p><b>Unit 4:</b> 321M, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 376, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 390, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 406, 407, 408, 409, 410, 411</p> <p><b>Unit 5:</b> 415M, 416, 417, 418, 419, 420, 421, 424, 426, 427, 428, 429, 430, 431, 434, 435, 436, 437, 438, 439, 440, 441, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 474, 476, 477, 478, 479</p> <p><b>Unit 6:</b> 483K, 484, 485, 486, 487, 488, 489, 494, 495, 496, 497, 502, 503, 504, 505, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 520, 522, 523, 524, 525, 526, 527, 528, 529, 532, 533, 534, 535, 536, 537, 538, 539, 542, 543, 544, 545</p>

<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>11. Compare and contrast stories/tales from different cultures and explain the influence of culture on each tale in oral, written, and visual responses. (ELA-6-E1)</b>
<p><b>Unit 2:</b> 199D</p> <p><b>Unit 3:</b> 253E</p> <p><b>Unit 4:</b> 331D</p>

<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>14b. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as: Explaining how the setting impacts other story elements, including the character’s traits and actions. (ELA-7-E1)</b>
<p><b>Unit 1:</b> 19E, 19F, 20D, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32D, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48D, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 66D, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 80, 81, 82D, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 100D, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 114, 116D, 116, 117, 118, 119, 120, 121</p> <p><b>Unit 2:</b> 125E, 125F, 126D, 126, 127, 128, 129, 132D, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 144, 145, 146D, 146, 147, 148, 149, 150, 151, 156D, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 172D, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 188D, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 202D, 202, 203</p> <p><b>Unit 3:</b> 207E, 207F, 208D, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 224, 225, 226D, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240, 241, 242D, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 258D, 258, 259, 260, 261, 264D, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 288D, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 308D, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317</p> <p><b>Unit 4:</b> 321E, 321F, 322D, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334D, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 360D, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 376, 377, 378D, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 390, 392D, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 406D, 406, 407, 408, 409, 410, 411</p> <p><b>Unit 5:</b> 415E, 415F, 416D, 416, 417, 418, 419, 420, 421, 424, 426D, 426, 427, 428, 429, 430, 431, 434D, 434, 435, 436, 437, 438, 439, 440, 441, 446D, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 460D, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 474, 476D, 476, 477, 478, 479</p> <p><b>Unit 6:</b> 483E, 483F, 484D, 484, 485, 486, 487, 488, 489, 492D, 492, 493, 494, 495, 496, 497, 502D, 502, 503, 504, 505, 508D, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 520, 521, 522D, 522, 523, 524, 525, 526, 527, 528, 529, 532D, 532, 533, 534, 535, 536, 537, 538, 539, 542D, 542, 543, 544, 545, 545</p>

<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>14c. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as: Using specific evidence from a story to describe a character’s traits, actions, relationships, and/or motivations. (ELA-7-E1)</b>
<p><b>Unit 1:</b> 29E, 31, 45E, 47, 69, 79, 111A, 111E, 121A, 123</p> <p><b>Unit 2:</b> 143, 185A, 185C, 191, 197, 199, 199A, 201, 203A, 205</p> <p><b>Unit 3:</b> 237, 237A, 237C, 239, 253A, 285A, 285E, 319</p> <p><b>Unit 4:</b> 331A, 331D, 367, 379, 381, 385P</p> <p><b>Unit 5:</b> 447, 449, 451, 467, 469, 471, 471C</p> <p><b>Unit 6:</b> 505D</p>

<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>14d. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as: Confirming or denying a prediction about information in a text. (ELA-7-E1)</b>
<b>Unit 1:</b> 20M, 32M, 40, 48M, 63A, 66M, 82M, 100M, 111A, 116M, 118, 121A
<b>Unit 2:</b> 126M, 129A, 132M, 141A, 146M, 151A, 156M, 172M, 188M, 196, 199A, 199C, 202M
<b>Unit 3:</b> 208M, 221A, 226M, 237A, 242M, 248, 253A, 258M, 261A, 264M, 285A, 288M, 305A; 308M, 317A
<b>Unit 4:</b> 322M, 324, 326, 328, 331A, 331C, 334M, 357A, 360M, 362, 373A, 378M, 378, 380, 382, 387A, 392M, 401A, 406M, 411A
<b>Unit 5:</b> 416M, 421A, 426M, 431A, 434M, 441A, 446M, 446, 448, 452, 457A, 460M, 471A, 476M, 479A
<b>Unit 6:</b> 484M, 489A, 492M, 497A, 502M, 505A, 508M, 517A, 522M, 529A, 532M, 539A, 542M, 545A

<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>14e. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as: Comparing and contrasting story elements or information within and across texts. (ELA-7-E1)</b>
<b>Unit 1:</b> 39, 43, 45C, 79B
<b>Unit 2:</b> 131, 143, 143A, 146N, 153, 153A, 181, 187, 199D, 201A, 205
<b>Unit 3:</b> 253E, 285E, 319
<b>Unit 4:</b> 331D, 372, 389, 389A, 399, 403, 413
<b>Unit 5:</b> 433, 443, 459, 473, 481
<b>Unit 6:</b> 493, 497, 507, 513, 519, 531, 531A, 541, 547, 547A

<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>17. Explain in oral or written responses how an author’s life and times are reflected in a text. (ELA-7-E3)</b>
<b>Unit 2:</b> 153I, 199D
<b>Unit 3:</b> 253E
<b>Unit 4:</b> 331D

<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>19d. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Generating questions to guide examination of topics in texts and real-life situations. (ELA-7-E4)</b>
<b>Unit 1:</b> 19P, 29A, 45A, 63A, 77A, 95A, 111A, 121A, 123A
<b>Unit 2:</b> 129A, 141A, 151A, 169A, 185A, 187I, 199A, 203A
<b>Unit 3:</b> 221A, 223I, 237A, 253A, 261A, 285A, 287I, 305A, 307C, 317A, 319C
<b>Unit 4:</b> 331A, 357A, 387A, 401A, 403I, 411A, 413C
<b>Unit 5:</b> 421A, 423I, 431A, 441A, 457A, 471A, 479A, 481C
<b>Unit 6:</b> 489A, 497A, 505A, 517A, 529A, 531I, 539A, 541I, 545A, 547C

<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>19e. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Explaining connection between information from texts and real-life experiences. (ELA-7-E4)</b>
<b>Unit 1:</b> 31, 47, 65, 79, 97, 113, 117, 119, 121, 121C, 123
<b>Unit 2:</b> 131, 143, 153, 171, 185C, 187, 189, 191, 193, 195, 197, 199, 201
<b>Unit 3:</b> 223, 230, 239, 242, 255, 263, 265, 267, 269, 271, 285C, 287, 307, 309, 311, 313, 317C
<b>Unit 4:</b> 324, 333, 359, 375, 379, 381, 383, 385, 387, 389, 394, 403, 413
<b>Unit 5:</b> 418, 423, 430, 433, 443, 459, 464, 473, 481
<b>Unit 6:</b> 491, 492, 493, 495, 497, 497C, 499, 507, 519, 531, 541, 547

<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>20a. Write compositions of at least three paragraphs organized with the following: A clearly stated central idea. (ELA-7-E1)</b>
<b>Unit 1:</b> 65E, 65F, 65G, 65H, 65I, 65J, 95E, 111F, 113E, 113F, 113G, 113H, 113I, 113J, 121E
<b>Unit 2:</b> 129E, 131E, 131F, 131G, 131H, 131I, 131J, 143E, 143F, 143G, 143H, 143I, 143J, 153E, 153F, 153G, 153H, 153I, 153J, 171E, 171F, 171G, 171H, 171I, 171J, 187E, 187F, 187G, 187H, 187I, 187J, 201E, 201F, 201G, 201H, 201I, 201J, 203D, 203F, 205E, 205F, 205G, 205H, 205I, 205J
<b>Unit 3:</b> 223E, 223F, 223G, 223H, 223I, 223J, 253E, 255E, 255F, 255G, 255H, 255I, 255J, 263E, 263F, 263G, 263H, 263I, 263J, 285D, 305D, 307E, 307F, 307G, 307H, 307I, 307J, 317C, 319E, 319F, 319G, 319H, 319I, 319J
<b>Unit 4:</b> 333E, 333F, 333G, 333H, 333I, 333J, 359E, 359F, 359G, 359H, 359I, 359J, 375E, 375F, 375G, 375H, 375I, 375J, 387F, 389E, 389F, 389G, 389H, 389I, 389J, 401D, 403E, 403F, 403G, 403H, 403I, 403J, 413E, 413F, 413G, 413H, 413I, 413J
<b>Unit 5:</b> 423E, 423F, 423G, 423H, 423I, 423J, 431D, 443E, 443F, 443G, 443H, 443I, 443J, 457C, 459E, 459F, 459G, 459H, 459I, 459J, 471D, 473E, 473F, 473G, 473H, 473I, 473J
<b>Unit 6:</b> 489D, 497D, 517D, 517E, 529D, 539D, 539E, 541E, 541F, 541G, 541H, 541I, 541J, 545D, 547E, 547F, 547G, 547H, 547I, 547J

<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>20b. Write compositions of at least three paragraphs organized with the following: An introduction and a conclusion. (ELA-7-E1)</b>
<p><b>Unit 1:</b> 65E, 65F, 65G, 65H, 65I, 65J, 95E, 111F, 113E, 113F, 113G, 113H, 113I, 113J, 121E</p> <p><b>Unit 2:</b> 129E, 131E, 131F&lt; 131G, 131H, 131I, 131J, 143E, 143F, 143G, 143H, 143I, 143J, 153E, 153F, 153G, 153H, 153I, 153J, 171E, 171F, 171G, 171H, 171I, 171J, 187E, 187F, 187G, 187H, 187I, 187J, 201E, 201F, 201G, 201H, 201I, 201J, 203D, 203F, 205E, 205F, 205G, 205H, 205I, 205J</p> <p><b>Unit 3:</b> 223E, 223F, 223G, 223H, 223I, 223J, 253E, 255E, 255F, 255G, 255H, 255I, 255J, 263E, 263F, 263G, 263H, 263I, 263J, 285D, 305D, 307E, 307F, 307G, 307H, 307I, 307J, 317C, 319E, 319F, 319G, 319H, 319I, 319J</p> <p><b>Unit 4:</b> 333E, 333F, 333G, 333H, 333I, 333J, 359E, 359F, 359G, 359H, 359I, 359J, 375E, 375F, 375G, 375H, 375I, 375J, 387F, 389E, 389F, 389G, 389H, 389I, 389J, 401D, 403E, 403F, 403G, 403H, 403I, 403J, 413E, 413F, 413G, 413H, 413I, 413J</p> <p><b>Unit 5:</b> 423E, 423F, 423G, 423H, 423I, 423J, 431D, 443E, 443F, 443G, 443H, 443I, 443J, 457C, 459E, 459F, 459G, 459H, 459I, 459J, 471D, 473E, 473F, 473G, 473H, 473I, 473J</p> <p><b>Unit 6:</b> 489D, 497D, 517D, 517E, 529D, 539D, 539E, 541E, 541F, 541G, 541H, 541I, 541J, 545D, 547E, 547F, 547G, 547H, 547I, 547J</p>

<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>20c. Write compositions of at least three paragraphs organized with the following: A middle developed with supporting details. (ELA-7-E1)</b>
<p><b>Unit 1:</b> 65E, 65F, 65G, 65H, 65I, 65J, 95E, 111F, 113E, 113F, 113G, 113H, 113I, 113J, 121E</p> <p><b>Unit 2:</b> 129E, 131E, 131F&lt; 131G, 131H, 131I, 131J, 143E, 143F, 143G, 143H, 143I, 143J, 153E, 153F, 153G, 153H, 153I, 153J, 171E, 171F, 171G, 171H, 171I, 171J, 187E, 187F, 187G, 187H, 187I, 187J, 201E, 201F, 201G, 201H, 201I, 201J, 203D, 203F, 205E, 205F, 205G, 205H, 205I, 205J</p> <p><b>Unit 3:</b> 223E, 223F, 223G, 223H, 223I, 223J, 253E, 255E, 255F, 255G, 255H, 255I, 255J, 263E, 263F, 263G, 263H, 263I, 263J, 285D, 305D, 307E, 307F, 307G, 307H, 307I, 307J, 317C, 319E, 319F, 319G, 319H, 319I, 319J</p> <p><b>Unit 4:</b> 333E, 333F, 333G, 333H, 333I, 333J, 359E, 359F, 359G, 359H, 359I, 359J, 375E, 375F, 375G, 375H, 375I, 375J, 387F, 389E, 389F, 389G, 389H, 389I, 389J, 401D, 403E, 403F, 403G, 403H, 403I, 403J, 413E, 413F, 413G, 413H, 413I, 413J</p> <p><b>Unit 5:</b> 423E, 423F, 423G, 423H, 423I, 423J, 431D, 443E, 443F, 443G, 443H, 443I, 443J, 457C, 459E, 459F, 459G, 459H, 459I, 459J, 471D, 473E, 473F, 473G, 473H, 473I, 473J</p> <p><b>Unit 6:</b> 489D, 497D, 517D, 517E, 529D, 539D, 539E, 541E, 541F, 541G, 541H, 541I, 541J, 545D, 547E, 547F, 547G, 547H, 547I, 547J</p>

<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>20d. Write compositions of at least three paragraphs organized with the following: A logical, sequential order. (ELA-7-E1)</b>
<p><b>Unit 1:</b> 65E, 65F, 65G, 65H, 65I, 65J, 95E, 111F, 113E, 113F, 113G, 113H, 113I, 113J, 121E</p> <p><b>Unit 2:</b> 129E, 131E, 131F&lt; 131G, 131H, 131I, 131J, 143E, 143F, 143G, 143H, 143I, 143J, 153E, 153F, 153G, 153H, 153I, 153J, 171E, 171F, 171G, 171H, 171I, 171J, 187E, 187F, 187G, 187H, 187I, 187J, 201E, 201F, 201G, 201H, 201I, 201J, 203D, 203F, 205E, 205F, 205G, 205H, 205I, 205J</p> <p><b>Unit 3:</b> 223E, 223F, 223G, 223H, 223I, 223J, 253E, 255E, 255F, 255G, 255H, 255I, 255J, 263E, 263F, 263G, 263H, 263I, 263J, 285D, 305D, 307E, 307F, 307G, 307H, 307I, 307J, 317C, 319E, 319F, 319G, 319H, 319I, 319J</p> <p><b>Unit 4:</b> 333E, 333F, 333G, 333H, 333I, 333J, 359E, 359F, 359G, 359H, 359I, 359J, 375E, 375F, 375G, 375H, 375I, 375J, 387F, 389E, 389F, 389G, 389H, 389I, 389J, 401D, 403E, 403F, 403G, 403H, 403I, 403J, 413E, 413F, 413G, 413H, 413I, 413J</p> <p><b>Unit 5:</b> 423E, 423F, 423G, 423H, 423I, 423J, 431D, 443E, 443F, 443G, 443H, 443I, 443J, 457C, 459E, 459F, 459G, 459H, 459I, 459J, 471D, 473E, 473F, 473G, 473H, 473I, 473J</p> <p><b>Unit 6:</b> 489D, 497D, 517D, 517E, 529D, 539D, 539E, 541E, 541F, 541G, 541H, 541I, 541J, 545D, 547E, 547F, 547G, 547H, 547I, 547J</p>

<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>20e. Write compositions of at least three paragraphs organized with the following: Transitional words and phrases that unify points and ideas. (ELA-7-E1)</b>
<p><b>Unit 1:</b> 65E, 65F, 65G, 65H, 65I, 65J, 95E, 111F, 113E, 113F, 113G, 113H, 113I, 113J, 121E</p> <p><b>Unit 2:</b> 129E, 131E, 131F&lt; 131G, 131H, 131I, 131J, 143E, 143F, 143G, 143H, 143I, 143J, 153E, 153F, 153G, 153H, 153I, 153J, 171E, 171F, 171G, 171H, 171I, 171J, 187E, 187F, 187G, 187H, 187I, 187J, 201E, 201F, 201G, 201H, 201I, 201J, 203D, 203F, 205E, 205F, 205G, 205H, 205I, 205J</p> <p><b>Unit 3:</b> 223E, 223F, 223G, 223H, 223I, 223J, 253E, 255E, 255F, 255G, 255H, 255I, 255J, 263E, 263F, 263G, 263H, 263I, 263J, 285D, 305D, 307E, 307F, 307G, 307H, 307I, 307J, 317C, 319E, 319F, 319G, 319H, 319I, 319J</p> <p><b>Unit 4:</b> 333E, 333F, 333G, 333H, 333I, 333J, 359E, 359F, 359G, 359H, 359I, 359J, 375E, 375F, 375G, 375H, 375I, 375J, 387F, 389E, 389F, 389G, 389H, 389I, 389J, 401D, 403E, 403F, 403G, 403H, 403I, 403J, 413E, 413F, 413G, 413H, 413I, 413J</p> <p><b>Unit 5:</b> 423E, 423F, 423G, 423H, 423I, 423J, 431D, 443E, 443F, 443G, 443H, 443I, 443J, 457C, 459E, 459F, 459G, 459H, 459I, 459J, 471D, 473E, 473F, 473G, 473H, 473I, 473J</p> <p><b>Unit 6:</b> 489D, 497D, 517D, 517E, 529D, 539D, 539E, 541E, 541F, 541G, 541H, 541I, 541J, 545D, 547E, 547F, 547G, 547H, 547I, 547J</p>

<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>21. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences. (ELA-2-E1)</b>
<p><b>Unit 1:</b> 65E, 65F, 65G, 65H, 65I, 65J, 95E, 111F, 113E, 113F, 113G, 113H, 113I, 113J, 121E</p> <p><b>Unit 2:</b> 129E, 131E, 131F, 131G, 131H, 131I, 131J, 143E, 143F, 143G, 143H, 143I, 143J, 153E, 153F, 153G, 153H, 153I, 153J, 171E, 171F, 171G, 171H, 171I, 171J, 187E, 187F, 187G, 187H, 187I, 187J, 201E, 201F, 201G, 201H, 201I, 201J, 203D, 203F, 205E, 205F, 205G, 205H, 205I, 205J</p> <p><b>Unit 3:</b> 223E, 223F, 223G, 223H, 223I, 223J, 253E, 255E, 255F, 255G, 255H, 255I, 255J, 263E, 263F, 263G, 263H, 263I, 263J, 285D, 305D, 307E, 307F, 307G, 307H, 307I, 307J, 317C, 319E, 319F, 319G, 319H, 319I, 319J</p> <p><b>Unit 4:</b> 333E, 333F, 333G, 333H, 333I, 333J, 359E, 359F, 359G, 359H, 359I, 359J, 375E, 375F, 375G, 375H, 375I, 375J, 387F, 389E, 389F, 389G, 389H, 389I, 389J, 401D, 403E, 403F, 403G, 403H, 403I, 403J, 413E, 413F, 413G, 413H, 413I, 413J</p> <p><b>Unit 5:</b> 423E, 423F, 423G, 423H, 423I, 423J, 431D, 443E, 443F, 443G, 443H, 443I, 443J, 457C, 459E, 459F, 459G, 459H, 459I, 459J, 471D, 473E, 473F, 473G, 473H, 473I, 473J</p> <p><b>Unit 6:</b> 489D, 497D, 517D, 517E, 529D, 539D, 539E, 541E, 541F, 541G, 541H, 541I, 541J, 545D, 547E, 547F, 547G, 547H, 547I, 547J</p>

<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>22. Identify an audience for a specific writing assignment and select appropriate vocabulary, details, and information to create a tone or set the mood and to affect or manipulate the intended audience. (ELA-2-E2)</b>
<p><b>Unit 1:</b> 31H, 47F, 47J</p> <p><b>Unit 2:</b> 131G, 143G, 153G, 171G, 187G, 201G, 205G</p> <p><b>Unit 4:</b> 333G, 359G, 375G, 389G, 403G, 413G</p> <p><b>Unit 5:</b> 423G, 433G, 443G, 443H, 459G, 473G, 481G</p> <p><b>Unit 6:</b> 491G, 499G, 507G, 519G, 531G, 541G, 547G</p>

<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>23d. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Conferencing with peers and teachers. (ELA-2-E3)</b>
<p><b>Unit 1:</b> 31A, 47A, 65A, 79A, 79F, 79G, 79H, 79I, 79J, 97A, 97F, 97G, 97H, 97I, 97J, 113A, 123A</p> <p><b>Unit 2:</b> 131A, 143A, 151B, 153A, 153D, 171A, 187A, 201A, 205A</p> <p><b>Unit 3:</b> 223A, 239A, 255A, 263A, 263I, 287A, 307A, 319A</p> <p><b>Unit 4:</b> 333A, 359A, 359I, 375A, 375I, 389A, 389I, 403A, 403I, 413A, 413I</p> <p><b>Unit 5:</b> 423A, 423I, 433A, 43I, 443A, 443I, 459A, 459I, 473A, 473I, 481A, 481I</p> <p><b>Unit 6:</b> 491A, 491I, 499A, 499I, 501A, 507I, 519A, 519I, 531A, 531I, 541A, 541I, 547A, 547I</p>



<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>23e. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Revising based on feedback and use of various tools (e.g., LEAP21 Writer’s Checklist, rubrics). (ELA-2-E3)</b>
<b>Unit 1:</b> 79F, 79G, 79H, 79I, 79J, 97F, 97G, 97H, 97I, 97J
<b>Unit 2:</b> 131I, 143I, 153I, 171I, 187I, 201I, 205I
<b>Unit 3:</b> 22I, 263C, 263I
<b>Unit 4:</b> 333I, 359I, 375I, 389C, 389I, 403I, 413I
<b>Unit 5:</b> 423I, 433I, 443I, 459I, 473I, 481I
<b>Unit 6:</b> 491I, 499I, 507I, 519I, 531I, 541I, 547I

<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>23f. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Proofreading/editing. (ELA-2-E3)</b>
<b>Unit 1:</b> 31H, 47H, 65H, 79H
<b>Unit 2:</b> 131H, 143H, 153H, 171H, 187H, 201H, 205H
<b>Unit 3:</b> 239H, 255H, 263H, 287H, 307H, 319H
<b>Unit 4:</b> 333H, 359H, 375H, 389H, 403H
<b>Unit 5:</b> 423H, 433H, 443H, 459H, 473H, 481H
<b>Unit 6:</b> 491H, 499H, 531H, 547H

<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>23g. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: Publishing using available technology. (ELA-2-E3)</b>
<b>Unit 1:</b> 20D, 20M, 29A, 32D, 32M, 45A, 48D, 48N, 63A, 66D, 66M, 77A, 82D, 82M, 95A, 100D, 100M, 111A, 116D, 116M, 121A
<b>Unit 2:</b> 126D, 126M, 132D, 132M, 141A, 141F, 143D, 146D, 146M, 151A, 153D, 156D, 156M, 169A, 169F, 171D, 172D, 172P, 185A, 187D, 188D, 188M, 199A, 201D, 202D, 202N, 203A, 205D
<b>Unit 3:</b> 207F, 207P, 208D, 208O, 221A, 226D, 226N, 237A, 242D, 242P, 253A, 258D, 258M, 261A, 264D, 264M, 285A, 288D, 288O, 305A, 308D, 308O, 317A
<b>Unit 4:</b> 322D, 322O, 331A, 333J, 334D, 334M, 357A, 360D, 360N, 373A, 375J, 378D, 378O, 387A, 392D, 392N, 401A, 406D, 406M, 411A, 413J
<b>Unit 5:</b> 416D, 416P, 421A, 423J, 426D, 426P, 431A, 424D, 424M, 441A, 446D, 446M, 457A, 460D, 460M, 471A, 473D, 476D, 476M, 479A, 481J
<b>Unit 6:</b> 483P, 486D, 489A, 492D, 502D, 502P, 507J, 508D, 508P, 517A, 522D, 522P, 529A, 532D, 532M, 539A, 542D, 542M, 545A

<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>24. Develop paragraphs and compositions of at least three paragraphs using the various models (e.g., descriptive, narration, exposition, and persuasion), emphasizing narration and description. (ELA-2-E4)</b>
<p><b>Unit 1:</b> 31F, 31G, 31H, 31I, 31J, 47F, 47G, 47H, 47I, 47J, 65F, 65G, 65H, 65I, 65J, 79F, 79G, 79H, 79I, 79J, 97F, 97G, 97H, 97I, 97J, 113F, 113G, 113H, 113I, 113J, 123F, 123G, 123H, 123I, 123J</p> <p><b>Unit 2:</b> 131F, 131G, 131H, 131I, 131J, 143F, 143G, 143H, 143I, 143J, 153F, 153G, 153H, 153I, 153J, 171F, 171G, 171H, 171I, 171J, 187F, 187G, 187H, 187I, 187J, 201F, 201G, 201H, 201I, 201J, 205F, 205G, 205H, 205I, 205J</p> <p><b>Unit 3:</b> 223F, 223G, 223H, 223I, 223J, 239F, 239G, 239H, 239I, 239J, 255F, 255G, 255H, 255I, 255J, 263F, 263G, 263H, 263I, 263J, 287F, 287G, 287H, 287I, 287J, 307F, 307G, 307H, 307I, 307J, 319F, 319G, 319H, 319I, 319J</p> <p><b>Unit 4:</b> 333F, 333G, 333H, 333I, 333J, 359F, 359G, 359H, 359I, 359J, 375F, 375G, 375H, 375I, 375J, 389F, 389G, 389H, 389I, 389J, 403F, 403G, 403H, 403I, 403J, 413F, 413G, 413H, 413I, 413J</p> <p><b>Unit 5:</b> 423F, 423G, 423H, 423I, 423J, 433F, 433G, 433H, 433I, 433J, 443F, 443G, 443H, 443I, 443J, 459F, 459G, 459H, 459I, 459J, 473F, 473G, 473H, 473I, 473J, 481F, 481G, 481H, 481I, 481J</p> <p><b>Unit 6:</b> 541F, 541G, 541H, 541I, 541J, 547F, 547G, 547H, 547I, 547J</p>

<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>26a. Write for various purposes, including: Formal and informal letters that follow a specific letter format, include relevant information, and use an appropriate closure. (ELA-2-E6)</b>
<p><b>Unit 1:</b> 31F, 31G, 31H, 31I, 31J, 47F, 47G, 47H, 47I, 47J, 65F, 65G, 65H, 65I, 65J, 79F, 79G, 79H, 79I, 79J, 97F, 97G, 97H, 97I, 97J, 113F, 113G, 113H, 113I, 113J, 123F, 123G, 123H, 123I, 123J</p> <p><b>Unit 2:</b> 131F, 131G, 131H, 131I, 131J, 143F, 143G, 143H, 143I, 143J, 153F, 153G, 153H, 153I, 153J, 171F, 171G, 171H, 171I, 171J, 187F, 187G, 187H, 187I, 187J, 201F, 201G, 201H, 201I, 201J, 205F, 205G, 205H, 205I, 205J</p> <p><b>Unit 3:</b> 223F, 223G, 223H, 223I, 223J, 239F, 239G, 239H, 239I, 239J, 255F, 255G, 255H, 255I, 255J, 263F, 263G, 263H, 263I, 263J, 287F, 287G, 287H, 287I, 287J, 307F, 307G, 307H, 307I, 307J, 319F, 319G, 319H, 319I, 319J</p> <p><b>Unit 4:</b> 333F, 333G, 333H, 333I, 333J, 359F, 359G, 359H, 359I, 359J, 375F, 375G, 375H, 375I, 375J, 389F, 389G, 389H, 389I, 389J, 403F, 403G, 403H, 403I, 403J, 413F, 413G, 413H, 413I, 413J</p> <p><b>Unit 5:</b> 423F, 423G, 423H, 423I, 423J, 433F, 433G, 433H, 433I, 433J, 443F, 443G, 443H, 443I, 443J, 459F, 459G, 459H, 459I, 459J, 473F, 473G, 473H, 473I, 473J, 481F, 481G, 481H, 481I, 481J</p> <p><b>Unit 6:</b> 541F, 541G, 541H, 541I, 541J, 547F, 547G, 547H, 547I, 547J</p>

<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>26c. Write for various purposes, including: Book reports that include an opinion and/or persuasive viewpoint. (ELA-2-E6)</b>
<b>Unit 1:</b> 31F, 31G, 31H, 31I, 31J, 47F, 47G, 47H, 47I, 47J, 65F, 65G, 65H, 65I, 65J, 79F, 79G, 79H, 79I, 79J, 97F, 97G, 97H, 97I, 97J, 113F, 113G, 113H, 113I, 113J, 123F, 123G, 123H, 123I, 123J  <b>Unit 2:</b> 131F, 131G, 131H, 131I, 131J, 143F, 143G, 143H, 143I, 143J, 153F, 153G, 153H, 153I, 153J, 171F, 171G, 171H, 171I, 171J, 187F, 187G, 187H, 187I, 187J, 201F, 201G, 201H, 201I, 201J, 205F, 205G, 205H, 205I, 205J  <b>Unit 3:</b> 223F, 223G, 223H, 223I, 223J, 239F, 239G, 239H, 239I, 239J, 255F, 255G, 255H, 255I, 255J, 263F, 263G, 263H, 263I, 263J, 287F, 287G, 287H, 287I, 287J, 307F, 307G, 307H, 307I, 307J, 319F, 319G, 319H, 319I, 319J  <b>Unit 4:</b> 333F, 333G, 333H, 333I, 333J, 359F, 359G, 359H, 359I, 359J, 375F, 375G, 375H, 375I, 375J, 389F, 389G, 389H, 389I, 389J, 403F, 403G, 403H, 403I, 403J, 413F, 413G, 413H, 413I, 413J  <b>Unit 5:</b> 423F, 423G, 423H, 423I, 423J, 433F, 433G, 433H, 433I, 433J, 443F, 443G, 443H, 443I, 443J, 459F, 459G, 459H, 459I, 459J, 473F, 473G, 473H, 473I, 473J, 481F, 481G, 481H, 481I, 481J  <b>Unit 6:</b> 541F, 541G, 541H, 541I, 541J, 547F, 547G, 547H, 547I, 547J

<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>27. Write legibly in standard cursive or printed form, indenting paragraphs appropriately, using standard margins, and demonstrating fluency. (ELA-3-E1)</b>
<b>Unit 1:</b> 31J, 47J, 65J, 79J, 97J, 113J, 123J  <b>Unit 2:</b> 131J, 143J, 153J, 171J, 187J, 201J, 205J  <b>Unit 3:</b> 223J, 239J, 255J, 263J, 287J, 307J, 319J  <b>Unit 4:</b> 333J, 359J, 375J, 389J, 403J, 413J  <b>Unit 5:</b> 423J, 433J, 443J, 459J, 473J, 481J  <b>Unit 6:</b> 491J, 499J, 507J, 519J, 531J, 541J, 547J

<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>29. Capitalize greetings, titles of respect, and titles of books, articles, chapters, movies, and songs. (ELA-3-E2)</b>
<b>Unit 1:</b> 113F  <b>Unit 2:</b> 143F, 143G, 143H, 205F, 205G, 205H  <b>Unit 3:</b> 223J, 242L  <b>Unit 4:</b> 334K, 334L  <b>Unit 6:</b> 484K, 484L, 499E, 499F, 499G, 499H, 502K, 502L, 532K, 532L, 547E, 547F, 547G, 547H

<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>30a. Write using standard English structure and usage, including: Using active and passive voices of verbs. (ELA-3-E3)</b>
<b>Unit 1:</b> 79F, 79G, 79H, 123F, 123G, 123H
<b>Unit 3:</b> 239F, 239G, 239H, 319F, 319G, 319H
<b>Unit 6:</b> 491F, 491G, 491H, 531F, 531G, 531H, 541F, 541G, 541H, 547F, 547G, 547H
<b>Language Arts Handbook:</b> 312, 313

<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>30b. Write using standard English structure and usage, including: Avoiding writing with sentence fragments and run-on sentences. (ELA-3-E3)</b>
<b>Unit 2:</b> 131F, 131G, 131H, 205F, 205G, 205H
<b>Unit 5:</b> 459F, 459G, 459H, 481F, 481G, 481H
<b>Unit 6:</b> 519F, 519G, 519H, 547F, 547G, 547H
<b>Language Arts Handbook:</b> 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347

<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>31b. Apply knowledge of parts of speech in writing, including: Identifying and using transitive and intransitive verbs correctly. (ELA-3-E4)</b>
<b>Unit 1:</b> 79F, 79G, 79H, 123F, 123G, 123H
<b>Unit 3:</b> 239F, 239G, 239H, 319F, 319G, 319H
<b>Unit 6:</b> 491F, 491G, 491H, 531F, 531G, 531H, 541F, 541G, 541H, 547F, 547G, 547H
<b>Language Arts Handbook:</b> 312, 313

<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>31c. Apply knowledge of parts of speech in writing, including: Identifying and using verb tenses correctly, including present perfect, past perfect, and future perfect. (ELA-3-E4)</b>
<b>Unit 1:</b> 79F, 79G, 79H, 123F, 123G, 123H
<b>Unit 3:</b> 239F, 239G, 239H, 319F, 319G, 319H
<b>Unit 6:</b> 491F, 491G, 491H, 531F, 531G, 531H, 541F, 541G, 541H, 547F, 547G, 547H
<b>Language Arts Handbook:</b> 312, 313

<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>31d. Apply knowledge of parts of speech in writing, including: Using grade-appropriate irregular verb tenses correctly. (ELA-3-E4)</b>
<b>Unit 1:</b> 79F, 79G, 79H, 123F, 123G, 123H
<b>Unit 3:</b> 239F, 239G, 239H, 319F, 319G, 319H
<b>Unit 6:</b> 491F, 491G, 491H, 531F, 531G, 531H, 541F, 541G, 541H, 547F, 547G, 547H
<b>Language Arts Handbook:</b> 312, 313

<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>32. Use knowledge of root words, affixes, and syllable constructions to spell words. (ELA-3-E5)</b>
<b>Unit 1:</b> 31E, 31F, 31G, 31H, 31I, 31J, 47E, 47F, 47G, 47H, 47I, 47J, 65E, 65F, 65G, 65H, 65I, 65J, 79E, 79F, 79G, 79H, 79I, 79J, 81A, 97E, 97F, 97G, 97H, 97I, 97J, 113E, 113F, 113G, 113H, 113I, 113J, 1321E, 123E, 123F, 123G, 123H, 123I, 123J, 123M
<b>Unit 2:</b> 131E, 131F, 131G, 131H, 131I, 131J, 143E, 143F, 143G, 143H, 143I, 143J, 153E, 153F, 153G, 153H, 153I, 153J, 171E, 171F, 171G, 171H, 171I, 171J, 187E, 187F, 187G, 187H, 187I, 187J, 201E, 210F, 201G, 201H, 201I, 210J, 205E, 205F, 205G, 205H, 205I, 205J
<b>Unit 3:</b> 2223E, 223F, 223G, 223H, 223I, 223J, 239E, 239F, 239G, 239H, 239I, 239J, 255E, 255F, 255G, 255H, 255I, 255J, 263E, 263F, 263G, 263H, 263I, 263J, 287E, 287F, 287G, 287H, 287I, 287J, 307E, 307F, 307G, 307H, 307I, 307J, 319E, 319F, 319G, 319H, 319I, 319J
<b>Unit 4:</b> 333E, 333F, 333G, 333H, 333I, 333J, 359E, 359F, 359G, 359H, 359I, 359J, 375E, 375F, 375G, 375H, 375I, 375J, 389E, 389F, 389G, 389H, 389I, 389J, 403E, 403F, 403G, 403H, 403I, 430J, 413E, 413F, 413G, 413H, 413I, 413J
<b>Unit 5:</b> 423E, 423F, 423G, 423H, 423I, 423J, 433E, 433F, 433G, 433H, 433I, 433J, 443E, 443F, 443G, 443H, 443I, 443J, 459E, 459F, 459G, 459H, 459I, 459J, 473E, 473F, 473G, 473H, 473I, 473J, 481E, 481F, 481G, 481H, 481I, 481J
<b>Unit 6:</b> 491E, 491F, 491G, 491H, 491I, 491J, 499E, 499F, 499G, 499H, 499I, 499J, 507E, 507F, 507G, 507H, 507I, 507J, 519E, 519F, 519G, 519H, 519I, 519J, 531E, 531F, 531G, 531H, 531I, 531J, 541E, 541F, 541G, 541H, 541I, 541J, 547E, 547F, 547G, 547H, 547I, 47J

<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>41a. Locate information using organizational features of a variety of resources, including: Electronic information such as keyword searches, passwords, and entry menu features. (ELA-5-E1)</b>
<b>Unit 1:</b> 31D, 45F, 63F, 95E
<b>Unit 2:</b> 131D, 141E, 141F, 143D, 169F, 171C, 181E, 181F, 181G, 181H, 181I, 181J, 199E, 203E
<b>Unit 3:</b> 221C, 21E, 237E, 239D, 253F, 261D, 261F, 285F, 287D, 305F, 317E
<b>Unit 4:</b> 331E, 331F, 333D, 373F, 375D, 387E, 387F, 389D, 401F, 403D, 411F
<b>Unit 5:</b> 421F, 441E, 441F, 457E, 457F, 459D, 459E, 459F, 459G, 459H, 459I, 459J, 471F, 473D, 479E, 479F
<b>Unit 6:</b> 491D, 497F, 505E, 505F, 517F, 519D, 529F, 531C, 531D, 539E, 545F

<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>42. Locate information using a broad variety of reference sources, including almanacs, atlases, newspapers, magazines, and brochures. (ELA-5-E1)</b>
<b>Unit 1:</b> 79C, 95E  <b>Unit 2:</b> 131D  <b>Unit 3:</b> 223E, 239E, 255E, 263E, 287D, 287E, 307E, 319E  <b>Unit 4:</b> 331E, 333D, 389D, 411F  <b>Unit 5:</b> 459G, 473G  <b>Unit 6:</b> 489F, 499I, 505F, 507I, 519D, 531D, 531I, 539E, 545F

<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>43a. Evaluate the usefulness of information selected from multiple sources, including: Library and online databases. (ELA-5-E2)</b>
<b>Unit 1:</b> 47D, 65C  <b>Unit 2:</b> 187D, 205D  <b>Unit 3:</b> 208, 223A, 223D  <b>Unit 4:</b> 359C  <b>Unit 6:</b> 497F, 499D, 505E, 537

<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>43b. Evaluate the usefulness of information selected from multiple sources, including: Electronic reference works. (ELA-5-E2)</b>
<b>Unit 1:</b> 47D, 65C  <b>Unit 2:</b> 187D, 205D  <b>Unit 3:</b> 208, 223A, 223D  <b>Unit 4:</b> 359C  <b>Unit 6:</b> 497F, 499D, 505E, 537

<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>43c. Evaluate the usefulness of information selected from multiple sources, including: Internet information. (ELA-5-E2)</b>
<b>Unit 1:</b> 47D, 65C
<b>Unit 2:</b> 187D, 205D
<b>Unit 3:</b> 208, 223A, 223D
<b>Unit 4:</b> 359C
<b>Unit 6:</b> 497F, 499D, 505E, 537

<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>45. Paraphrase or summarize information from a variety of sources. (ELA-5-E3)</b>
<b>Unit 1:</b> 29F, 79C
<b>Unit 2:</b> 187C, 187D
<b>Unit 3:</b> 221C, 317F
<b>Unit 4:</b> 373E, 387F
<b>Unit 5:</b> 431D, 441C
<b>Unit 6:</b> 489D

<b>English Language Arts</b>
<b>Unit 8: Recommended By—Author Study</b>
<b>48. Create a list of sources (e.g., books, encyclopedias, online resources) following a specified format. (ELA-5-E5)</b>
<b>Unit 1:</b> 31D
<b>Unit 2:</b> 131D
<b>Unit 3:</b> 239D, 287D
<b>Unit 4:</b> 333D, 375D, 403D
<b>Unit 5:</b> 459D, 473D
<b>Unit 6:</b> 531D, 541D

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**correlation to**  
**Louisiana Comprehensive Curriculum Reading Essentials**  
**Grade 4**

**Unit 1**

<b>Reading Essentials</b>
<b>Unit 1</b>
<b>4. Adjust speed of reading to accomplish purpose based on text complexity. (ELA-1-E3)</b>
<b>Unit 1:</b> 19M, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111
<b>Unit 2:</b> 125K, 126, 127, 128, 129, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 146, 147, 148, 149, 150, 151, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199
<b>Unit 3:</b> 207K, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 224, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 258, 259, 260, 261, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317
<b>Unit 4:</b> 321M, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 376, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 390, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 406, 407, 408, 409, 410, 411
<b>Unit 5:</b> 415M, 416, 417, 418, 419, 420, 421, 424, 426, 427, 428, 429, 430, 431, 434, 435, 436, 437, 438, 439, 440, 441, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 474, 476, 477, 478, 479
<b>Unit 6:</b> 483K, 484, 485, 486, 487, 488, 489, 494, 495, 496, 497, 502, 503, 504, 505, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 520, 522, 523, 524, 525, 526, 527, 528, 529, 532, 533, 534, 535, 536, 537, 538, 539, 542, 543, 544, 545



<b>Reading Essentials</b>
<b>Unit 1</b>
<b>9. Increase oral and silent reading fluency and accuracy with grade-appropriate texts. (ELA-1-E7)</b>
<b>Unit 1:</b> 19M, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111
<b>Unit 2:</b> 125K, 126, 127, 128, 129, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 146, 147, 148, 149, 150, 151, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199
<b>Unit 3:</b> 207K, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 224, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 258, 259, 260, 261, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317
<b>Unit 4:</b> 321M, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 376, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 390, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 406, 407, 408, 409, 410, 411
<b>Unit 5:</b> 415M, 416, 417, 418, 419, 420, 421, 424, 426, 427, 428, 429, 430, 431, 434, 435, 436, 437, 438, 439, 440, 441, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 474, 476, 477, 478, 479
<b>Unit 6:</b> 483K, 484, 485, 486, 487, 488, 489, 494, 495, 496, 497, 502, 503, 504, 505, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 520, 522, 523, 524, 525, 526, 527, 528, 529, 532, 533, 534, 535, 536, 537, 538, 539, 542, 543, 544, 545

<b>Reading Essentials</b>
<b>Unit 1</b>
<b>10. Demonstrate oral reading fluency of at least 140 words per minute in fourth-grade text with appropriate pacing, intonation, and expression. (ELA-1-E7)</b>
<b>Unit 1:</b> 19M, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111
<b>Unit 2:</b> 125K, 126, 127, 128, 129, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 146, 147, 148, 149, 150, 151, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199
<b>Unit 3:</b> 207K, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 224, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 258, 259, 260, 261, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317
<b>Unit 4:</b> 321M, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 376, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 390, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 406, 407, 408, 409, 410, 411
<b>Unit 5:</b> 415M, 416, 417, 418, 419, 420, 421, 424, 426, 427, 428, 429, 430, 431, 434, 435, 436, 437, 438, 439, 440, 441, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 474, 476, 477, 478, 479
<b>Unit 6:</b> 483K, 484, 485, 486, 487, 488, 489, 494, 495, 496, 497, 502, 503, 504, 505, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 520, 522, 523, 524, 525, 526, 527, 528, 529, 532, 533, 534, 535, 536, 537, 538, 539, 542, 543, 544, 545

<b>Reading Essentials</b>
<b>Unit 1</b>
<b>27. Write legibly in standard cursive or printed form, indenting paragraphs appropriately, using standard margins, and demonstrating fluency. (ELA-3-E1)</b>
<b>Unit 1:</b> 31J, 47J, 65J, 79J, 97J, 113J, 123J
<b>Unit 2:</b> 131J, 143J, 153J, 171J, 187J, 201J, 205J
<b>Unit 3:</b> 223J, 239J, 255J, 263J, 287J, 307J, 319J
<b>Unit 4:</b> 333J, 359J, 375J, 389J, 403J, 413J
<b>Unit 5:</b> 423J, 433J, 443J, 459J, 473J, 481J
<b>Unit 6:</b> 491J, 499J, 507J, 519J, 531J, 541J, 547J

<b>Reading Essentials</b>
<b>Unit 1</b>
<b>29. Capitalize greetings, titles of respect, and titles of books, articles, chapters, movies, and songs. (ELA-3-E2)</b>
<b>Unit 1:</b> 113F
<b>Unit 2:</b> 143F, 143G, 143H, 205F, 205G, 205H
<b>Unit 3:</b> 223J, 242L
<b>Unit 4:</b> 334K, 334L
<b>Unit 6:</b> 484K, 484L, 499E, 499F, 499G, 499H, 502K, 502L, 532K, 532L, 547E, 547F, 547G, 547H

<b>Reading Essentials</b>
<b>Unit 1</b>
<b>30b. Write using standard English structure and usage, including: Avoiding writing with sentence fragments and run-on sentences. (ELA-3-E3)</b>
<b>Unit 2:</b> 131F, 131G, 131H, 205F, 205G, 205H
<b>Unit 5:</b> 459F, 459G, 459H, 481F, 481G, 481H
<b>Unit 6:</b> 519F, 519G, 519H, 547F, 547G, 547H
<b>Language Arts Handbook:</b> 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347

<b>Reading Essentials</b>
<b>Unit 1</b>
<b>31c. Apply knowledge of parts of speech in writing, including: Identifying and using verb tenses correctly, including present perfect, past perfect, and future perfect. (ELA-3-E4)</b>
<b>Unit 1:</b> 79F, 79G, 79H, 123F, 123G, 123H
<b>Unit 3:</b> 239F, 239G, 239H, 319F, 319G, 319H
<b>Unit 6:</b> 491F, 491G, 491H, 531F, 531G, 531H, 541F, 541G, 541H, 547F, 547G, 547H
<b>Language Arts Handbook:</b> 312, 313

<b>Reading Essentials</b>
<b>Unit 1</b>
<b>31d. Apply knowledge of parts of speech in writing, including: Using grade-appropriate irregular verb tenses correctly. (ELA-3-E4)</b>
<b>Unit 1:</b> 79F, 79G, 79H, 123F, 123G, 123H
<b>Unit 3:</b> 239F, 239G, 239H, 319F, 319G, 319H
<b>Unit 6:</b> 491F, 491G, 491H, 531F, 531G, 531H, 541F, 541G, 541H, 547F, 547G, 547H
<b>Language Arts Handbook:</b> 312, 313

<b>Reading Essentials</b>
<b>Unit 1</b>
<b>47. Use electronic and print resources (e.g., spelling, grammar, and thesaurus checks) to revise and publish book reviews and research reports. (ELA-5-E4)</b>
<b>Unit 1:</b> 29F, 31D, 45F, 63F, 77F, 79D, 79G, 79H, 79I, 79J, 95E, 97G, 97H, 97I, 97J, 111F, 113D, 123C, 123G, 123H, 123I, 123J
<b>Unit 2:</b> 131D, 141E, 141F, 169F, 171C, 187E, 187F, 187G, 187H, 187I, 187J, 199E, 203E
<b>Unit 3:</b> 221C, 221E, 237E, 239D, 253F, 261D, 261F, 285F, 287F, 305F, 317E
<b>Unit 4:</b> 331E, 331F, 333D, 373F, 375D, 387E, 387F, 389D, 401F, 403D, 411F
<b>Unit 5:</b> 421F, 441E, 441F, 457E, 457F, 459D, 459E, 459F, 459G, 459H, 459I, 459J, 471F, 473D, 479E, 479F
<b>Unit 6:</b> 491D, 497F, 505E, 505F, 517F, 519D, 529F, 531C, 531D, 539E, 545F

## Unit 2

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>1. Use understanding of base words, roots, prefixes, and suffixes to decode more complex words. (ELA-1-E1)</b>
<b>Unit 1:</b> 20K, 32K, 32N, 48K, 48N, 53, 82K, 86, 88, 90, 91, 92, 95, 100K, 100, 102, 103, 104, 109, 111, 116K, 116
<b>Unit 2:</b> 126K, 146K, 146L, 188K
<b>Unit 3:</b> 208K, 212, 213, 214, 215, 216, 217, 218, 219, 221B, 237B, 253B, 285B, 305B, 308N, 317B
<b>Unit 4:</b> 331B, 357B, 373B, 387B, 389G, 389H, 389I, 401B, 411B
<b>Unit 5:</b> 416K, 426K, 446K, 460K, 476K
<b>Unit 6:</b> 484N, 489B, 502K, 505B, 508K, 517B, 519G, 519H, 519I, 529B, 531G, 531H, 531I, 532N, 539B, 545B

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>2. Determine the meaning of unfamiliar words using knowledge of word origins and inflections. (ELA-1-E1)</b>
<b>Unit 1:</b> 90, 100, 102, 105, 117
<b>Unit 3:</b> 210, 213, 214, 215, 216, 217, 218, 219, 272, 276, 287E, 287G, 287H, 287I, 287J
<b>Unit 4:</b> 322, 333E, 333G, 333H, 333I, 333J, 389E, 389G, 389H, 389I, 389J
<b>Unit 5:</b> 443E, 443G, 443H, 443I, 443J
<b>Unit 6:</b> 519E, 519G, 519H, 519I, 519J, 531E, 531G, 531H, 531I, 531J, 547E, 547F, 547G, 547H, 547I, 547J

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>4. Adjust speed of reading to accomplish purpose based on text complexity. (ELA-1-E3)</b>
<b>Unit 1:</b> 19M, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111
<b>Unit 2:</b> 125K, 126, 127, 128, 129, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 146, 147, 148, 149, 150, 151, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199
<b>Unit 3:</b> 207K, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 224, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 258, 259, 260, 261, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317
<b>Unit 4:</b> 321M, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 376, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 390, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 406, 407, 408, 409, 410, 411
<b>Unit 5:</b> 415M, 416, 417, 418, 419, 420, 421, 424, 426, 427, 428, 429, 430, 431, 434, 435, 436, 437, 438, 439, 440, 441, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 474, 476, 477, 478, 479
<b>Unit 6:</b> 483K, 484, 485, 486, 487, 488, 489, 494, 495, 496, 497, 502, 503, 504, 505, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 520, 522, 523, 524, 525, 526, 527, 528, 529, 532, 533, 534, 535, 536, 537, 538, 539, 542, 543, 544, 545

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>9. Increase oral and silent reading fluency and accuracy with grade-appropriate texts. (ELA-1-E7)</b>
<b>Unit 1:</b> 19M, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111
<b>Unit 2:</b> 125K, 126, 127, 128, 129, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 146, 147, 148, 149, 150, 151, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199
<b>Unit 3:</b> 207K, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 224, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 258, 259, 260, 261, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317
<b>Unit 4:</b> 321M, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 376, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 390, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 406, 407, 408, 409, 410, 411
<b>Unit 5:</b> 415M, 416, 417, 418, 419, 420, 421, 424, 426, 427, 428, 429, 430, 431, 434, 435, 436, 437, 438, 439, 440, 441, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 474, 476, 477, 478, 479
<b>Unit 6:</b> 483K, 484, 485, 486, 487, 488, 489, 494, 495, 496, 497, 502, 503, 504, 505, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 520, 522, 523, 524, 525, 526, 527, 528, 529, 532, 533, 534, 535, 536, 537, 538, 539, 542, 543, 544, 545

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>10. Demonstrate oral reading fluency of at least 140 words per minute in fourth-grade text with appropriate pacing, intonation, and expression. (ELA-1-E7)</b>
<p><b>Unit 1:</b> 19M, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111</p> <p><b>Unit 2:</b> 125K, 126, 127, 128, 129, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 146, 147, 148, 149, 150, 151, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199</p> <p><b>Unit 3:</b> 207K, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 224, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 258, 259, 260, 261, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317</p> <p><b>Unit 4:</b> 321M, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 376, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 390, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 406, 407, 408, 409, 410, 411</p> <p><b>Unit 5:</b> 415M, 416, 417, 418, 419, 420, 421, 424, 426, 427, 428, 429, 430, 431, 434, 435, 436, 437, 438, 439, 440, 441, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 474, 476, 477, 478, 479</p> <p><b>Unit 6:</b> 483K, 484, 485, 486, 487, 488, 489, 494, 495, 496, 497, 502, 503, 504, 505, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 520, 522, 523, 524, 525, 526, 527, 528, 529, 532, 533, 534, 535, 536, 537, 538, 539, 542, 543, 544, 545</p>

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>27. Write legibly in standard cursive or printed form, indenting paragraphs appropriately, using standard margins, and demonstrating fluency. (ELA-3-E1)</b>
<p><b>Unit 1:</b> 31J, 47J, 65J, 79J, 97J, 113J, 123J</p> <p><b>Unit 2:</b> 131J, 143J, 153J, 171J, 187J, 201J, 205J</p> <p><b>Unit 3:</b> 223J, 239J, 255J, 263J, 287J, 307J, 319J</p> <p><b>Unit 4:</b> 333J, 359J, 375J, 389J, 403J, 413J</p> <p><b>Unit 5:</b> 423J, 433J, 443J, 459J, 473J, 481J</p> <p><b>Unit 6:</b> 491J, 499J, 507J, 519J, 531J, 541J, 547J</p>

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>29. Capitalize greetings, titles of respect, and titles of books, articles, chapters, movies, and songs. (ELA-3-E2)</b>
<p><b>Unit 1:</b> 113F</p> <p><b>Unit 2:</b> 143F, 143G, 143H, 205F, 205G, 205H</p> <p><b>Unit 3:</b> 223J, 242L</p> <p><b>Unit 4:</b> 334K, 334L</p> <p><b>Unit 6:</b> 484K, 484L, 499E, 499F, 499G, 499H, 502K, 502L, 532K, 532L, 547E, 547F, 547G, 547H</p>

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>30a. Write using standard English structure and usage, including: Using active and passive voices of verbs. (ELA-3-E3)</b>
<b>Unit 1:</b> 79F, 79G, 79H, 123F, 123G, 123H
<b>Unit 3:</b> 239F, 239G, 239H, 319F, 319G, 319H
<b>Unit 6:</b> 491F, 491G, 491H, 531F, 531G, 531H, 541F, 541G, 541H, 547F, 547G, 547H
<b>Language Arts Handbook:</b> 312, 313

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>31a. Apply knowledge of parts of speech in writing, including: Selecting and using common interjections appropriately. (ELA-3-E4)</b>
<b>Unit 4</b> 375E, 375F, 375G, 375H

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>31c. Apply knowledge of parts of speech in writing, including: Identifying and using verb tenses correctly, including present perfect, past perfect, and future perfect. (ELA-3-E4)</b>
<b>Unit 1:</b> 79F, 79G, 79H, 123F, 123G, 123H
<b>Unit 3:</b> 239F, 239G, 239H, 319F, 319G, 319H
<b>Unit 6:</b> 491F, 491G, 491H, 531F, 531G, 531H, 541F, 541G, 541H, 547F, 547G, 547H
<b>Language Arts Handbook:</b> 312, 313

<b>Reading Essentials</b>
<b>Unit 2</b>
<b>32. Use knowledge of root words, affixes, and syllable constructions to spell words. (ELA-3-E5)</b>
<b>Unit 1:</b> 31E, 31F, 31G, 31H, 31I, 31J, 47E, 47F, 47G, 47H, 47I, 47J, 65E, 65F, 65G, 65H, 65I, 65J, 79E, 79F, 79G, 79H, 79I, 79J, 81A, 97E, 97F, 97G, 97H, 97I, 97J, 113E, 113F, 113G, 113H, 113I, 113J, 1321E, 123E, 123F, 123G, 123H, 123I, 123J, 123M
<b>Unit 2:</b> 131E, 131F, 131G, 131H, 131I, 131J, 143E, 143F, 143G, 143H, 143I, 143J, 153E, 153F, 153G, 153H, 153I, 153J, 171E, 171F, 171G, 171H, 171I, 171J, 187E, 187F, 187G, 187H, 187I, 187J, 201E, 210F, 201G, 201H, 201I, 210J, 205E, 205F, 205G, 205H, 205I, 205J
<b>Unit 3:</b> 2223E, 223F, 223G, 223H, 223I, 223J, 239E, 239F, 239G, 239H, 239I, 239J, 255E, 255F, 255G, 255H, 255I, 255J, 263E, 263F, 263G, 263H, 263I, 263J, 287E, 287F, 287G, 287H, 287I, 287J, 307E, 307F, 307G, 307H, 307I, 307J, 319E, 319F, 319G, 319H, 319I, 319J
<b>Unit 4:</b> 333E, 333F, 333G, 333H, 333I, 333J, 359E, 359F, 359G, 359H, 359I, 359J, 375E, 375F, 375G, 375H, 375I, 375J, 389E, 389F, 389G, 389H, 389I, 389J, 403E, 403F, 403G, 403H, 403I, 430J, 413E, 413F, 413G, 413H, 413I, 413J
<b>Unit 5:</b> 423E, 423F, 423G, 423H, 423I, 423J, 433E, 433F, 433G, 433H, 433I, 433J, 443E, 443F, 443G, 443H, 443I, 443J, 459E, 459F, 459G, 459H, 459I, 459J, 473E, 473F, 473G, 473H, 473I, 473J, 481E, 481F, 481G, 481H, 481I, 481J
<b>Unit 6:</b> 491E, 491F, 491G, 491H, 491I, 491J, 499E, 499F, 499G, 499H, 499I, 499J, 507E, 507F, 507G, 507H, 507I, 507J, 519E, 519F, 519G, 519H, 519I, 519J, 531E, 531F, 531G, 531H, 531I, 531J, 541E, 541F, 541G, 541H, 541I, 541J, 547E, 547F, 547G, 547H, 547I, 47J

## Unit 3

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>1. Use understanding of base words, roots, prefixes, and suffixes to decode more complex words. (ELA-1-E1)</b>
<b>Unit 1:</b> 20K, 32K, 32N, 48K, 48N, 53, 82K, 86, 88, 90, 91, 92, 95, 100K, 100, 102, 103, 104, 109, 111, 116K, 116
<b>Unit 2:</b> 126K, 146K, 146L, 188K
<b>Unit 3:</b> 208K, 212, 213, 214, 215, 216, 217, 218, 219, 221B, 237B, 253B, 285B, 305B, 308N, 317B
<b>Unit 4:</b> 331B, 357B, 373B, 387B, 389G, 389H, 389I, 401B, 411B
<b>Unit 5:</b> 416K, 426K, 446K, 460K, 476K
<b>Unit 6:</b> 484N, 489B, 502K, 505B, 508K, 517B, 519G, 519H, 519I, 529B, 531G, 531H, 531I, 532N, 539B, 545B

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>2. Determine the meaning of unfamiliar words using knowledge of word origins and inflections. (ELA-1-E1)</b>
<b>Unit 1:</b> 90, 100, 102, 105, 117
<b>Unit 3:</b> 210, 213, 214, 215, 216, 217, 218, 219, 272, 276, 287E, 287G, 287H, 287I, 287J
<b>Unit 4:</b> 322, 333E, 333G, 333H, 333I, 333J, 389E, 389G, 389H, 389I, 389J
<b>Unit 5:</b> 443E, 443G, 443H, 443I, 443J
<b>Unit 6:</b> 519E, 519G, 519H, 519I, 519J, 531E, 531G, 531H, 531I, 531J, 547E, 547F, 547G, 547H, 547I, 547J

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>4. Adjust speed of reading to accomplish purpose based on text complexity. (ELA-1-E3)</b>
<b>Unit 1:</b> 19M, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111
<b>Unit 2:</b> 125K, 126, 127, 128, 129, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 146, 147, 148, 149, 150, 151, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199
<b>Unit 3:</b> 207K, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 224, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 258, 259, 260, 261, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317
<b>Unit 4:</b> 321M, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 376, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 390, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 406, 407, 408, 409, 410, 411
<b>Unit 5:</b> 415M, 416, 417, 418, 419, 420, 421, 424, 426, 427, 428, 429, 430, 431, 434, 435, 436, 437, 438, 439, 440, 441, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 474, 476, 477, 478, 479
<b>Unit 6:</b> 483K, 484, 485, 486, 487, 488, 489, 494, 495, 496, 497, 502, 503, 504, 505, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 520, 522, 523, 524, 525, 526, 527, 528, 529, 532, 533, 534, 535, 536, 537, 538, 539, 542, 543, 544, 545

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>9. Increase oral and silent reading fluency and accuracy with grade-appropriate texts. (ELA-1-E7)</b>
<b>Unit 1:</b> 19M, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111
<b>Unit 2:</b> 125K, 126, 127, 128, 129, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 146, 147, 148, 149, 150, 151, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199
<b>Unit 3:</b> 207K, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 224, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 258, 259, 260, 261, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317
<b>Unit 4:</b> 321M, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 376, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 390, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 406, 407, 408, 409, 410, 411
<b>Unit 5:</b> 415M, 416, 417, 418, 419, 420, 421, 424, 426, 427, 428, 429, 430, 431, 434, 435, 436, 437, 438, 439, 440, 441, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 474, 476, 477, 478, 479
<b>Unit 6:</b> 483K, 484, 485, 486, 487, 488, 489, 494, 495, 496, 497, 502, 503, 504, 505, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 520, 522, 523, 524, 525, 526, 527, 528, 529, 532, 533, 534, 535, 536, 537, 538, 539, 542, 543, 544, 545

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>10. Demonstrate oral reading fluency of at least 140 words per minute in fourth-grade text with appropriate pacing, intonation, and expression. (ELA-1-E7)</b>
<b>Unit 1:</b> 19M, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111
<b>Unit 2:</b> 125K, 126, 127, 128, 129, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 146, 147, 148, 149, 150, 151, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199
<b>Unit 3:</b> 207K, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 224, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 258, 259, 260, 261, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317
<b>Unit 4:</b> 321M, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 376, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 390, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 406, 407, 408, 409, 410, 411
<b>Unit 5:</b> 415M, 416, 417, 418, 419, 420, 421, 424, 426, 427, 428, 429, 430, 431, 434, 435, 436, 437, 438, 439, 440, 441, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 474, 476, 477, 478, 479
<b>Unit 6:</b> 483K, 484, 485, 486, 487, 488, 489, 494, 495, 496, 497, 502, 503, 504, 505, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 520, 522, 523, 524, 525, 526, 527, 528, 529, 532, 533, 534, 535, 536, 537, 538, 539, 542, 543, 544, 545



<b>Reading Essentials</b>
<b>Unit 3</b>
<b>27. Write legibly in standard cursive or printed form, indenting paragraphs appropriately, using standard margins, and demonstrating fluency. (ELA-3-E1)</b>
<b>Unit 1:</b> 31J, 47J, 65J, 79J, 97J, 113J, 123J
<b>Unit 2:</b> 131J, 143J, 153J, 171J, 187J, 201J, 205J
<b>Unit 3:</b> 223J, 239J, 255J, 263J, 287J, 307J, 319J
<b>Unit 4:</b> 333J, 359J, 375J, 389J, 403J, 413J
<b>Unit 5:</b> 423J, 433J, 443J, 459J, 473J, 481J
<b>Unit 6:</b> 491J, 499J, 507J, 519J, 531J, 541J, 547J

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>28. Use standard English punctuation, including apostrophes in contractions and in the possessive case of singular and plural nouns. (ELA-3-E2)</b>
<b>Unit 1:</b> 47F, 47G, 47H, 116K, 116L, 123F, 123G, 123H
<b>Unit 2:</b> 171F, 171G, 171H, 172K, 172L, 201F, 201G, 201H, 205F, 205G, 205H
<b>Unit 3:</b> 223F, 223G, 223H, 242L, 258K, 258L, 319F, 319G, 319H
<b>Unit 4:</b> 375F, 375G, 375H, 403F, 403G, 403H, 413F, 413G, 413H
<b>Unit 5:</b> 416K, 416L
<b>Unit 6:</b> 499E, 499F, 499G, 499H, 508K, 508L, 547E, 547F, 547G, 547H

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>29. Capitalize greetings, titles of respect, and titles of books, articles, chapters, movies, and songs. (ELA-3-E2)</b>
<b>Unit 1:</b> 113F
<b>Unit 2:</b> 143F, 143G, 143H, 205F, 205G, 205H
<b>Unit 3:</b> 223J, 242L
<b>Unit 4:</b> 334K, 334L
<b>Unit 6:</b> 484K, 484L, 499E, 499F, 499G, 499H, 502K, 502L, 532K, 532L, 547E, 547F, 547G, 547H

<b>Reading Essentials</b>
<b>Unit 3</b>
<b>31b. Apply knowledge of parts of speech in writing, including: Identifying and using transitive and intransitive verbs correctly. (ELA-3-E4)</b>
<b>Unit 1:</b> 79F, 79G, 79H, 123F, 123G, 123H
<b>Unit 3:</b> 239F, 239G, 239H, 319F, 319G, 319H
<b>Unit 6:</b> 491F, 491G, 491H, 531F, 531G, 531H, 541F, 541G, 541H, 547F, 547G, 547H
<b>Language Arts Handbook:</b> 312, 313

## Unit 4

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>1. Use understanding of base words, roots, prefixes, and suffixes to decode more complex words. (ELA-1-E1)</b>
<b>Unit 1:</b> 20K, 32K, 32N, 48K, 48N, 53, 82K, 86, 88, 90, 91, 92, 95, 100K, 100, 102, 103, 104, 109, 111, 116K, 116
<b>Unit 2:</b> 126K, 146K, 146L, 188K
<b>Unit 3:</b> 208K, 212, 213, 214, 215, 216, 217, 218, 219, 221B, 237B, 253B, 285B, 305B, 308N, 317B
<b>Unit 4:</b> 331B, 357B, 373B, 387B, 389G, 389H, 389I, 401B, 411B
<b>Unit 5:</b> 416K, 426K, 446K, 460K, 476K
<b>Unit 6:</b> 484N, 489B, 502K, 505B, 508K, 517B, 519G, 519H, 519I, 529B, 531G, 531H, 531I, 532N, 539B, 545B

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>2. Determine the meaning of unfamiliar words using knowledge of word origins and inflections. (ELA-1-E1)</b>
<b>Unit 1:</b> 90, 100, 102, 105, 117
<b>Unit 3:</b> 210, 213, 214, 215, 216, 217, 218, 219, 272, 276, 287E, 287G, 287H, 287I, 287J
<b>Unit 4:</b> 322, 333E, 333G, 333H, 333I, 333J, 389E, 389G, 389H, 389I, 389J
<b>Unit 5:</b> 443E, 443G, 443H, 443I, 443J
<b>Unit 6:</b> 519E, 519G, 519H, 519I, 519J, 531E, 531G, 531H, 531I, 531J, 547E, 547F, 547G, 547H, 547I, 547J

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>4. Adjust speed of reading to accomplish purpose based on text complexity. (ELA-1-E3)</b>
<b>Unit 1:</b> 19M, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111
<b>Unit 2:</b> 125K, 126, 127, 128, 129, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 146, 147, 148, 149, 150, 151, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199
<b>Unit 3:</b> 207K, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 224, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 258, 259, 260, 261, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317
<b>Unit 4:</b> 321M, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 376, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 390, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 406, 407, 408, 409, 410, 411
<b>Unit 5:</b> 415M, 416, 417, 418, 419, 420, 421, 424, 426, 427, 428, 429, 430, 431, 434, 435, 436, 437, 438, 439, 440, 441, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 474, 476, 477, 478, 479
<b>Unit 6:</b> 483K, 484, 485, 486, 487, 488, 489, 494, 495, 496, 497, 502, 503, 504, 505, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 520, 522, 523, 524, 525, 526, 527, 528, 529, 532, 533, 534, 535, 536, 537, 538, 539, 542, 543, 544, 545

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>9. Increase oral and silent reading fluency and accuracy with grade-appropriate texts. (ELA-1-E7)</b>
<b>Unit 1:</b> 19M, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111
<b>Unit 2:</b> 125K, 126, 127, 128, 129, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 146, 147, 148, 149, 150, 151, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199
<b>Unit 3:</b> 207K, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 224, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 258, 259, 260, 261, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317
<b>Unit 4:</b> 321M, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 376, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 390, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 406, 407, 408, 409, 410, 411
<b>Unit 5:</b> 415M, 416, 417, 418, 419, 420, 421, 424, 426, 427, 428, 429, 430, 431, 434, 435, 436, 437, 438, 439, 440, 441, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 474, 476, 477, 478, 479
<b>Unit 6:</b> 483K, 484, 485, 486, 487, 488, 489, 494, 495, 496, 497, 502, 503, 504, 505, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 520, 522, 523, 524, 525, 526, 527, 528, 529, 532, 533, 534, 535, 536, 537, 538, 539, 542, 543, 544, 545

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>10. Demonstrate oral reading fluency of at least 140 words per minute in fourth-grade text with appropriate pacing, intonation, and expression. (ELA-1-E7)</b>
<b>Unit 1:</b> 19M, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111
<b>Unit 2:</b> 125K, 126, 127, 128, 129, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 146, 147, 148, 149, 150, 151, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199
<b>Unit 3:</b> 207K, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 224, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 258, 259, 260, 261, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317
<b>Unit 4:</b> 321M, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 376, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 390, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 406, 407, 408, 409, 410, 411
<b>Unit 5:</b> 415M, 416, 417, 418, 419, 420, 421, 424, 426, 427, 428, 429, 430, 431, 434, 435, 436, 437, 438, 439, 440, 441, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 474, 476, 477, 478, 479
<b>Unit 6:</b> 483K, 484, 485, 486, 487, 488, 489, 494, 495, 496, 497, 502, 503, 504, 505, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 520, 522, 523, 524, 525, 526, 527, 528, 529, 532, 533, 534, 535, 536, 537, 538, 539, 542, 543, 544, 545

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>27. Write legibly in standard cursive or printed form, indenting paragraphs appropriately, using standard margins, and demonstrating fluency. (ELA-3-E1)</b>
<b>Unit 1:</b> 31J, 47J, 65J, 79J, 97J, 113J, 123J
<b>Unit 2:</b> 131J, 143J, 153J, 171J, 187J, 201J, 205J
<b>Unit 3:</b> 223J, 239J, 255J, 263J, 287J, 307J, 319J
<b>Unit 4:</b> 333J, 359J, 375J, 389J, 403J, 413J
<b>Unit 5:</b> 423J, 433J, 443J, 459J, 473J, 481J
<b>Unit 6:</b> 491J, 499J, 507J, 519J, 531J, 541J, 547J

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>29. Capitalize greetings, titles of respect, and titles of books, articles, chapters, movies, and songs. (ELA-3-E2)</b>
<b>Unit 1:</b> 113F
<b>Unit 2:</b> 143F, 143G, 143H, 205F, 205G, 205H
<b>Unit 3:</b> 223J, 242L
<b>Unit 4:</b> 334K, 334L
<b>Unit 6:</b> 484K, 484L, 499E, 499F, 4995G, 499H, 502K, 502L, 532K, 532L, 547E, 547F, 547G, 547H

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>30a. Write using standard English structure and usage, including: Using active and passive voices of verbs. (ELA-3-E3)</b>
<b>Unit 1:</b> 79F, 79G, 79H, 123F, 123G, 123H
<b>Unit 3:</b> 239F, 239G, 239H, 319F, 319G, 319H
<b>Unit 6:</b> 491F, 491G, 491H, 531F, 531G, 531H, 541F, 541G, 541H, 547F, 547G, 547H
<b>Language Arts Handbook:</b> 312, 313

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>31c. Apply knowledge of parts of speech in writing, including: Identifying and using verb tenses correctly, including present perfect, past perfect, and future perfect. (ELA-3-E4)</b>
<b>Unit 1:</b> 79F, 79G, 79H, 123F, 123G, 123H
<b>Unit 3:</b> 239F, 239G, 239H, 319F, 319G, 319H
<b>Unit 6:</b> 491F, 491G, 491H, 531F, 531G, 531H, 541F, 541G, 541H, 547F, 547G, 547H
<b>Language Arts Handbook:</b> 312, 313

<b>Reading Essentials</b>
<b>Unit 4</b>
<b>31d. Apply knowledge of parts of speech in writing, including: Using grade-appropriate irregular verb tenses correctly. (ELA-3-E4)</b>
<b>Unit 1:</b> 79F, 79G, 79H, 123F, 123G, 123H
<b>Unit 3:</b> 239F, 239G, 239H, 319F, 319G, 319H
<b>Unit 6:</b> 491F, 491G, 491H, 531F, 531G, 531H, 541F, 541G, 541H, 547F, 547G, 547H
<b>Language Arts Handbook:</b> 312, 313

## Unit 5

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>1. Use understanding of base words, roots, prefixes, and suffixes to decode more complex words. (ELA-1-E1)</b>
<b>Unit 1:</b> 20K, 32K, 32N, 48K, 48N, 53, 82K, 86, 88, 90, 91, 92, 95, 100K, 100, 102, 103, 104, 109, 111, 116K, 116
<b>Unit 2:</b> 126K, 146K, 146L, 188K
<b>Unit 3:</b> 208K, 212, 213, 214, 215, 216, 217, 218, 219, 221B, 237B, 253B, 285B, 305B, 308N, 317B
<b>Unit 4:</b> 331B, 357B, 373B, 387B, 389G, 389H, 389I, 401B, 411B
<b>Unit 5:</b> 416K, 426K, 446K, 460K, 476K
<b>Unit 6:</b> 484N, 489B, 502K, 505B, 508K, 517B, 519G, 519H, 519I, 529B, 531G, 531H, 531I, 532N, 539B, 545B

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>2. Determine the meaning of unfamiliar words using knowledge of word origins and inflections. (ELA-1-E1)</b>
<b>Unit 1:</b> 90, 100, 102, 105, 117
<b>Unit 3:</b> 210, 213, 214, 215, 216, 217, 218, 219, 272, 276, 287E, 287G, 287H, 287I, 287J
<b>Unit 4:</b> 322, 333E, 333G, 333H, 333I, 333J, 389E, 389G, 389H, 389I, 389J
<b>Unit 5:</b> 443E, 443G, 443H, 443I, 443J
<b>Unit 6:</b> 519E, 519G, 519H, 519I, 519J, 531E, 531G, 531H, 531I, 531J, 547E, 547F, 547G, 547H, 547I, 547J

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>4. Adjust speed of reading to accomplish purpose based on text complexity. (ELA-1-E3)</b>
<p><b>Unit 1:</b> 19M, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111</p> <p><b>Unit 2:</b> 125K, 126, 127, 128, 129, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 146, 147, 148, 149, 150, 151, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199</p> <p><b>Unit 3:</b> 207K, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 224, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 258, 259, 260, 261, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317</p> <p><b>Unit 4:</b> 321M, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 376, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 390, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 406, 407, 408, 409, 410, 411</p> <p><b>Unit 5:</b> 415M, 416, 417, 418, 419, 420, 421, 424, 426, 427, 428, 429, 430, 431, 434, 435, 436, 437, 438, 439, 440, 441, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 474, 476, 477, 478, 479</p> <p><b>Unit 6:</b> 483K, 484, 485, 486, 487, 488, 489, 494, 495, 496, 497, 502, 503, 504, 505, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 520, 522, 523, 524, 525, 526, 527, 528, 529, 532, 533, 534, 535, 536, 537, 538, 539, 542, 543, 544, 545</p>

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>9. Increase oral and silent reading fluency and accuracy with grade-appropriate texts. (ELA-1-E7)</b>
<p><b>Unit 1:</b> 19M, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111</p> <p><b>Unit 2:</b> 125K, 126, 127, 128, 129, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 146, 147, 148, 149, 150, 151, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199</p> <p><b>Unit 3:</b> 207K, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 224, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 258, 259, 260, 261, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317</p> <p><b>Unit 4:</b> 321M, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 376, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 390, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 406, 407, 408, 409, 410, 411</p> <p><b>Unit 5:</b> 415M, 416, 417, 418, 419, 420, 421, 424, 426, 427, 428, 429, 430, 431, 434, 435, 436, 437, 438, 439, 440, 441, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 474, 476, 477, 478, 479</p> <p><b>Unit 6:</b> 483K, 484, 485, 486, 487, 488, 489, 494, 495, 496, 497, 502, 503, 504, 505, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 520, 522, 523, 524, 525, 526, 527, 528, 529, 532, 533, 534, 535, 536, 537, 538, 539, 542, 543, 544, 545</p>

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>10. Demonstrate oral reading fluency of at least 140 words per minute in fourth-grade text with appropriate pacing, intonation, and expression. (ELA-1-E7)</b>
<p><b>Unit 1:</b> 19M, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111</p> <p><b>Unit 2:</b> 125K, 126, 127, 128, 129, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 146, 147, 148, 149, 150, 151, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199</p> <p><b>Unit 3:</b> 207K, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 224, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 258, 259, 260, 261, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317</p> <p><b>Unit 4:</b> 321M, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 376, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 390, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 406, 407, 408, 409, 410, 411</p> <p><b>Unit 5:</b> 415M, 416, 417, 418, 419, 420, 421, 424, 426, 427, 428, 429, 430, 431, 434, 435, 436, 437, 438, 439, 440, 441, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 474, 476, 477, 478, 479</p> <p><b>Unit 6:</b> 483K, 484, 485, 486, 487, 488, 489, 494, 495, 496, 497, 502, 503, 504, 505, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 520, 522, 523, 524, 525, 526, 527, 528, 529, 532, 533, 534, 535, 536, 537, 538, 539, 542, 543, 544, 545</p>

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>27. Write legibly in standard cursive or printed form, indenting paragraphs appropriately, using standard margins, and demonstrating fluency. (ELA-3-E1)</b>
<p><b>Unit 1:</b> 31J, 47J, 65J, 79J, 97J, 113J, 123J</p> <p><b>Unit 2:</b> 131J, 143J, 153J, 171J, 187J, 201J, 205J</p> <p><b>Unit 3:</b> 223J, 239J, 255J, 263J, 287J, 307J, 319J</p> <p><b>Unit 4:</b> 333J, 359J, 375J, 389J, 403J, 413J</p> <p><b>Unit 5:</b> 423J, 433J, 443J, 459J, 473J, 481J</p> <p><b>Unit 6:</b> 491J, 499J, 507J, 519J, 531J, 541J, 547J</p>

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>30a. Write using standard English structure and usage, including: Using active and passive voices of verbs. (ELA-3-E3)</b>
<p><b>Unit 1:</b> 79F, 79G, 79H, 123F, 123G, 123H</p> <p><b>Unit 3:</b> 239F, 239G, 239H, 319F, 319G, 319H</p> <p><b>Unit 6:</b> 491F, 491G, 491H, 531F, 531G, 531H, 541F, 541G, 541H, 547F, 547G, 547H</p> <p><b>Language Arts Handbook:</b> 312, 313</p>

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>31c. Apply knowledge of parts of speech in writing, including: Identifying and using verb tenses correctly, including present perfect, past perfect, and future perfect. (ELA-3-E4)</b>
<b>Unit 1:</b> 79F, 79G, 79H, 123F, 123G, 123H
<b>Unit 3:</b> 239F, 239G, 239H, 319F, 319G, 319H
<b>Unit 6:</b> 491F, 491G, 491H, 531F, 531G, 531H, 541F, 541G, 541H, 547F, 547G, 547H
<b>Language Arts Handbook:</b> 312, 313

<b>Reading Essentials</b>
<b>Unit 5</b>
<b>31d. Apply knowledge of parts of speech in writing, including: Using grade-appropriate irregular verb tenses correctly. (ELA-3-E4)</b>
<b>Unit 1:</b> 79F, 79G, 79H, 123F, 123G, 123H
<b>Unit 3:</b> 239F, 239G, 239H, 319F, 319G, 319H
<b>Unit 6:</b> 491F, 491G, 491H, 531F, 531G, 531H, 541F, 541G, 541H, 547F, 547G, 547H
<b>Language Arts Handbook:</b> 312, 313

## Unit 6

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>1. Use understanding of base words, roots, prefixes, and suffixes to decode more complex words. (ELA-1-E1)</b>
<b>Unit 1:</b> 20K, 32K, 32N, 48K, 48N, 53, 82K, 86, 88, 90, 91, 92, 95, 100K, 100, 102, 103, 104, 109, 111, 116K, 116
<b>Unit 2:</b> 126K, 146K, 146L, 188K
<b>Unit 3:</b> 208K, 212, 213, 214, 215, 216, 217, 218, 219, 221B, 237B, 253B, 285B, 305B, 308N, 317B
<b>Unit 4:</b> 331B, 357B, 373B, 387B, 389G, 389H, 389I, 401B, 411B
<b>Unit 5:</b> 416K, 426K, 446K, 460K, 476K
<b>Unit 6:</b> 484N, 489B, 502K, 505B, 508K, 517B, 519G, 519H, 519I, 529B, 531G, 531H, 531I, 532N, 539B, 545B

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>2. Determine the meaning of unfamiliar words using knowledge of word origins and inflections. (ELA-1-E1)</b>
<b>Unit 1:</b> 90, 100, 102, 105, 117
<b>Unit 3:</b> 210, 213, 214, 215, 216, 217, 218, 219, 272, 276, 287E, 287G, 287H, 287I, 287J
<b>Unit 4:</b> 322, 333E, 333G, 333H, 333I, 333J, 389E, 389G, 389H, 389I, 389J
<b>Unit 5:</b> 443E, 443G, 443H, 443I, 443J
<b>Unit 6:</b> 519E, 519G, 519H, 519I, 519J, 531E, 531G, 531H, 531I, 531J, 547E, 547F, 547G, 547H, 547I, 547J



<b>Reading Essentials</b>
<b>Unit 6</b>
<b>4. Adjust speed of reading to accomplish purpose based on text complexity. (ELA-1-E3)</b>
<p><b>Unit 1:</b> 19M, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111</p> <p><b>Unit 2:</b> 125K, 126, 127, 128, 129, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 146, 147, 148, 149, 150, 151, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199</p> <p><b>Unit 3:</b> 207K, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 224, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 258, 259, 260, 261, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317</p> <p><b>Unit 4:</b> 321M, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 376, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 390, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 406, 407, 408, 409, 410, 411</p> <p><b>Unit 5:</b> 415M, 416, 417, 418, 419, 420, 421, 424, 426, 427, 428, 429, 430, 431, 434, 435, 436, 437, 438, 439, 440, 441, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 474, 476, 477, 478, 479</p> <p><b>Unit 6:</b> 483K, 484, 485, 486, 487, 488, 489, 494, 495, 496, 497, 502, 503, 504, 505, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 520, 522, 523, 524, 525, 526, 527, 528, 529, 532, 533, 534, 535, 536, 537, 538, 539, 542, 543, 544, 545</p>

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>9. Increase oral and silent reading fluency and accuracy with grade-appropriate texts. (ELA-1-E7)</b>
<p><b>Unit 1:</b> 19M, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111</p> <p><b>Unit 2:</b> 125K, 126, 127, 128, 129, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 146, 147, 148, 149, 150, 151, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199</p> <p><b>Unit 3:</b> 207K, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 224, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 258, 259, 260, 261, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317</p> <p><b>Unit 4:</b> 321M, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 376, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 390, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 406, 407, 408, 409, 410, 411</p> <p><b>Unit 5:</b> 415M, 416, 417, 418, 419, 420, 421, 424, 426, 427, 428, 429, 430, 431, 434, 435, 436, 437, 438, 439, 440, 441, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 474, 476, 477, 478, 479</p> <p><b>Unit 6:</b> 483K, 484, 485, 486, 487, 488, 489, 494, 495, 496, 497, 502, 503, 504, 505, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 520, 522, 523, 524, 525, 526, 527, 528, 529, 532, 533, 534, 535, 536, 537, 538, 539, 542, 543, 544, 545</p>

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>10. Demonstrate oral reading fluency of at least 140 words per minute in fourth-grade text with appropriate pacing, intonation, and expression. (ELA-1-E7)</b>
<p><b>Unit 1:</b> 19M, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111</p> <p><b>Unit 2:</b> 125K, 126, 127, 128, 129, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 146, 147, 148, 149, 150, 151, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199</p> <p><b>Unit 3:</b> 207K, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 224, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 258, 259, 260, 261, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317</p> <p><b>Unit 4:</b> 321M, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 376, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 390, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 406, 407, 408, 409, 410, 411</p> <p><b>Unit 5:</b> 415M, 416, 417, 418, 419, 420, 421, 424, 426, 427, 428, 429, 430, 431, 434, 435, 436, 437, 438, 439, 440, 441, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 474, 476, 477, 478, 479</p> <p><b>Unit 6:</b> 483K, 484, 485, 486, 487, 488, 489, 494, 495, 496, 497, 502, 503, 504, 505, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 520, 522, 523, 524, 525, 526, 527, 528, 529, 532, 533, 534, 535, 536, 537, 538, 539, 542, 543, 544, 545</p>

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>27. Write legibly in standard cursive or printed form, indenting paragraphs appropriately, using standard margins, and demonstrating fluency. (ELA-3-E1)</b>
<p><b>Unit 1:</b> 31J, 47J, 65J, 79J, 97J, 113J, 123J</p> <p><b>Unit 2:</b> 131J, 143J, 153J, 171J, 187J, 201J, 205J</p> <p><b>Unit 3:</b> 223J, 239J, 255J, 263J, 287J, 307J, 319J</p> <p><b>Unit 4:</b> 333J, 359J, 375J, 389J, 403J, 413J</p> <p><b>Unit 5:</b> 423J, 433J, 443J, 459J, 473J, 481J</p> <p><b>Unit 6:</b> 491J, 499J, 507J, 519J, 531J, 541J, 547J</p>

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>29. Capitalize greetings, titles of respect, and titles of books, articles, chapters, movies, and songs. (ELA-3-E2)</b>
<b>Unit 1:</b> 113F
<b>Unit 2:</b> 143F, 143G, 143H, 205F, 205G, 205H
<b>Unit 3:</b> 223J, 242L
<b>Unit 4:</b> 334K, 334L
<b>Unit 6:</b> 484K, 484L, 499E, 499F, 4995G, 499H, 502K, 502L, 532K, 532L, 547E, 547F, 547G, 547H

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>30a. Write using standard English structure and usage, including: Using active and passive voices of verbs. (ELA-3-E3)</b>
<b>Unit 1:</b> 79F, 79G, 79H, 123F, 123G, 123H
<b>Unit 3:</b> 239F, 239G, 239H, 319F, 319G, 319H
<b>Unit 6:</b> 491F, 491G, 491H, 531F, 531G, 531H, 541F, 541G, 541H, 547F, 547G, 547H
<b>Language Arts Handbook:</b> 312, 313

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>30b. Write using standard English structure and usage, including: Avoiding writing with sentence fragments and run-on sentences. (ELA-3-E3)</b>
<b>Unit 2:</b> 131F, 131G, 131H, 205F, 205G, 205H
<b>Unit 5:</b> 459F, 459G, 459H, 481F, 481G, 481H
<b>Unit 6:</b> 519F, 519G, 519H, 547F, 547G, 547H
<b>Language Arts Handbook:</b> 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>31a. Apply knowledge of parts of speech in writing, including: Selecting and using common interjections appropriately. (ELA-3-E4)</b>
<b>Unit 4</b> 375E, 375F, 375G, 375H

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>31b. Apply knowledge of parts of speech in writing, including: Identifying and using transitive and intransitive verbs correctly. (ELA-3-E4)</b>
<b>Unit 1:</b> 79F, 79G, 79H, 123F, 123G, 123H
<b>Unit 3:</b> 239F, 239G, 239H, 319F, 319G, 319H
<b>Unit 6:</b> 491F, 491G, 491H, 531F, 531G, 531H, 541F, 541G, 541H, 547F, 547G, 547H
<b>Language Arts Handbook:</b> 312, 313

<b>Reading Essentials</b>
<b>Unit 6</b>
<b>31c. Apply knowledge of parts of speech in writing, including: Identifying and using verb tenses correctly, including present perfect, past perfect, and future perfect. (ELA-3-E4)</b>
<b>Unit 1:</b> 79F, 79G, 79H, 123F, 123G, 123H
<b>Unit 3:</b> 239F, 239G, 239H, 319F, 319G, 319H
<b>Unit 6:</b> 491F, 491G, 491H, 531F, 531G, 531H, 541F, 541G, 541H, 547F, 547G, 547H
<b>Language Arts Handbook:</b> 312, 313

## Middle School Level English Language Arts: 8th Grade

Standards	Benchmarks	Core Curriculum
<p><b>Standard One: Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.</b></p>	<p><b>ELA-1-M1</b> Using knowledge of word meaning and developing basic and technical vocabulary using various strategies (e.g., context clues, idioms, affixes, etymology, multiple-meaning words)</p>	<p><b><u>Choices in Literature Units/Selection:</u></b>  <u>Charting Your Own Course</u>: "Dusting," "The Rider," "The Baroque People Could Fly," "Across the Continent," "A Retrieved Reformation"  <u>American Tapestry</u>: "Why Badger is so Humble," "The Parakeet Nails," "The Winter Hibiscus," "Am Hmong"  <u>Myself, My World</u>: "I Learn to Speak,"  <b><u>Active Literacy Plan Components:</u></b> Vocabulary Development; Build</p>
<p>Focus: Reading as a Process •  Responding to Text • Word Meaning •  Word Identification • Understanding  Textual Features • Connecting Reading  to Prior Knowledge and Experiences</p>	<p><b>ELA-1-M2</b> Interpreting story elements (e.g., mood, tone, style)* and literary devices (e.g., flashback, metaphor, foreshadowing, symbolism)* within a selection</p>	<p><b><u>Choices in Literature Units/Selection:</u></b>  <u>Myself, My World</u>: "The Delight Song of Tsoai-Talee," "Maestro"  <u>Charting Your Own Course</u>: "Rhymes," "How these Words Happened," "Forgot Today," "From Blossoms," "The People Could Fly"  <u>American Tapestry</u>: "Pecos Bill: The Cyclone," "Why Badger is so Humble," "House of Tiles," "Hamadi," "Almost a Whole Trickster"  <b><u>Active Literacy Plan Components:</u></b>  Reading Comprehension; Guided Reading; Shared Reading; Listening Comprehension; Read and Respond; Book Club</p>
<p>Conventions of print are enhanced through application across grade levels.  Speed of reading is enhanced through application across grade levels.</p>	<p><b>ELA-1-M3</b> Reading, comprehending, and responding to written, spoken, and visual texts in extended passages (e.g., ranging from 500-1,000 words)</p>	<p><b><u>Choices in Literature Units/Selection:</u></b>  All <i>Choices in Literature</i> selections provide several writing activities that allow students to respond to text in multiple forms.  <b><u>Active Literacy Plan Components:</u></b>  Read and Respond  <b><u>Touchstones and Current Links:</u></b> Circle Discussions</p>
	<p><b>ELA-1-M4</b> Interpreting (e.g., paraphrasing, comparing, contrasting) texts with supportive explanations to generate connections to real-life situations and other texts (e.g., business, technical, scientific)</p>	<p><b><u>Choices in Literature Units/Selections:</u></b>  <u>Myself, My World</u>: "Voice," "This Morning there Were Rainbows in the Sky," "The Medicine Bag," "The Possessors," "Lanterns"  <u>Charting Your Own Course</u>: "Identity," "Your World"  <u>American Tapestry</u>: "Davy Crockett's Dream," "Baseball"  <b><u>Active Literacy Plan Components:</u></b> Reading Comprehension, Guided Reading, Shared Reading, Listening Comprehension</p>

**ELA-1-M5** Adjusting reading rate according to texts and purposes for reading (e.g., problem solving, evaluating, researching)

**Choices in Literature:**

Charting Your Own Course : "Do It"

American Tapestry : "Friends, We Are All Indians"

**Active Literacy Plan Components:** Reading Comprehension, Guided Reading, Listening Comprehension

**Standard Two: Students write competently for a variety of purposes and audiences.**

**ELA-2-M1** Writing multi-paragraph compositions (150-200 words) that clearly imply a central idea with supporting details in a logical, sequential order

**Choices in Literature:**

All *Choices in Literature* selections include multiple writing activities and ideas.

**Active Literacy Plan:** Story-Related Writing

**Write Source:** Basic Elements of Writing: Writing Expository Essay, Persuasive Essays • Personal Writing: Autobiographical Writing • Biographical Writing, Writing News Stories, Writing About Literature • Writing: Writing Stories • Report Writing: Writing Observation Reports, Writing Personal Research Reports, Writing Research Reports • Step Up to Writing: Expository Writing: Writing Essays; Organizing

Focus: Writing as a Flexible, Recursive Process • Awareness of Purpose and Audience • Variety of Approaches to Writing Frequent, Meaningful Practice • Connecting Writing to Prior Experiences

**ELA-2-M2** Using language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing complex compositions

**Write Source:**

The Process of Writing: Understanding Writing, Traits of Effective Writing Process, The Art of Writing • The Forms of Writing: Personal Writing, Creative Writing, Report Writing, Workplace Writing

**Step Up to Writing:**

Expository Writing • Writing Special-Purpose Paragraphs: Summary Paragraphs that Compare and Contrast, Persuading or Convincing, Descriptive, Informative, Cause and Effect, Problem and Solution, Entertaining, Narrative • Current Events, Writing in Math, Learning Logs and Content-Based Writing Essays • Writing Speeches • Narrative & Creative Writing

**Step Up to Writing:**

Expository Writing • Writing Special-Purpose Paragraphs: Summary Paragraphs that Compare and Contrast, Persuading or Convincing, Descriptive, Informative, Cause and Effect, Problem and Solution, Entertaining, Narrative • Current Events, Writing in Math, Learning Logs and Content-Based Writing Essays • Writing Speeches • Narrative & Creative Writing

**ELA-2-M3** Identifying and applying the steps of the writing process

**Write Source:**

The Process of Writing: Learning About the Writing Process, Using the Writing Process, Basic Elements of Writing, The Art of Writing

**ELA-2-M4** Using narration, description, exposition, and persuasion to develop various modes of writing (e.g., notes, essays)\*

**Choices in Literature Units/Selections:**

All *Choices in Literature* selections offer ideas and opportunities for a variety of audiences and purposes.

**Write Source:**

The Process of Writing: Understanding Writing, Traits of Effective Writing Process, The Art of Writing • The Forms of Writing: Personal Writing, Creative Writing, Report Writing, Workplace Writing

**Step Up to Writing:**

Expository Writing • Writing Special-Purpose Paragraphs: Summary Paragraphs that Compare and Contrast, Persuading or Convincing, Descriptive, Informative, Cause and Effect, Problem and Solution, Entertaining, and Current Events, Writing in Math, Learning Logs and Content-Based Writing Essays • Writing Speeches • Narrative & Creative Writing

**ELA-2-M5** Identifying and applying literary devices (e.g., symbolism, dialogue)\*

**Choices in Literature Units/Selection:**

Myself, My World: "The Delight Song of Tsoai-Talee," "Maestro"  
Charting Your Own Course: "Rhymes," "How these Words Happened," "Forgot Today," "From Blossoms," "The People Could Fly"  
American Tapestry: "Pecos Bill: The Cyclone," "Why Badger is so Fierce," "House of Tiles," "Hamadi," "Almost a Whole Trickster"

**Write Source:**

The Art of Writing • The Forms of Writing: Personal Writing, Creative Writing Stories, Writing Poetry

**Step Up to Writing:**

Narrative & Creative Writing: Writing a Narrative, Point of View, Plot

**ELA-2-M6** Writing as a response to texts and life experiences (e.g., personal and business letters)\*

**Choices in Literature:**

All *Choices in Literature* selections provide writing ideas and activities. Students write for a variety of purposes in response to the literature and their own experiences (i.e., diary entries, journal entries, autobiographies, personal narratives, personality profiles, letters to editors/authors, etc.)

**Write Source:** Subject Writing: Writing About Literature • Reading: Understanding Literature

**Step Up to Writing:**

Active Reading and Listening: Responding to Text, Marking the Text, Analyzing the Text, Creating and Answering Questions About the Text

**Standard Three: Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.**

Focus: Conventions of Language • Language Patterns • Revising Written Text • Editing/Proofreading • Applying Standard English in Real-World Contexts

**ELA-3-M1** Writing fluidly and legibly in cursive or printed form

**ELA-3-M2** Demonstrating use of punctuation (e.g., colon, semicolon, quotation marks, dashes, parentheses)\*, capitalization, and abbreviations

**ELA-3-M3** Demonstrating standard English structure and usage by using correct and varied sentence types (e.g., compound and compound-complex) and effective personal styles

**ELA-3-M4** Demonstrating understanding of the parts of speech to make choices for writing

**ELA-3-M5** Spelling accurately using strategies and resources (e.g., glossary, dictionary, thesaurus, spell check) when necessary

**Standard Four: Students demonstrate competence in speaking and listening as tools for learning and communicating.**

Focus: Communication Process • Interpersonal Skills

**ELA-4-M1** Speaking intelligibly, using standard English pronunciation and diction

**ELA-4-M2** Giving and following directions/procedures

**Write Source:**

Basic Elements of Writing: Composing Sentences, Combining Sentences, Understanding Sentences, Understanding our Language  
of Writing: Writing with Style, Writing Techniques and Terms • Proofreader's Guide: Understanding Sentences, Understanding our Language  
 • Write Source 2000 Sourcebook

**Write Source:**

Basic Elements of Writing: Composing Sentences, Combining Sentences, Understanding Sentences, Understanding our Language  
of Writing: Writing with Style, Writing Techniques and Terms • Proofreader's Guide: Understanding Sentences, Understanding our Language

**Step Up to Writing:**

Writing Essays: Using Transition Topic Sentences • Narrative & Creative Writing: Improving Sentence Quality - Who/ What/ When/ Where/ How/ Why  
 Meaningful Sentences, Sentence Variety

**Choices in Literature:**

In the Teacher's Edition of *Choices in Literature* anthologies, each set includes a Language Skills focus. The Language Skills lessons focus on using the parts of speech correctly in writing. In addition, each lesson includes a Daily Practice Page. (Refer to the *Choices in Literature Integrated ELA & Language Arts*)

**Write Source:**

Proofreader's Guide: Understanding Sentences, Understanding our Language  
 • Write Source 2000 Sourcebook

**Write Source:**

Reading to Learn: Improving Your Vocabulary • Proofreader's Guide: Understanding Sentences, Understanding our Language

**Write Source:**

Learning to Learn: Classroom Skills, Group Skills, Proofreader's Guide: Understanding Sentences, Understanding our Language

**Step Up to Writing:**

Writing Speeches: Oral Book Reports, Persuasive Writing and Speaking  
Touchstones and Current Links: Circle Discussions

**Write Source:**

Learning to Learn: Classroom Skills, Group Skills  
Touchstones and Current Links: Circle Discussions



**ELA-4-M3** Using the features of speaking (e.g., audience analysis, message construction, delivery, interpretation of feedback) when giving rehearsed and unrehearsed presentations

**ELA-4-M4** Speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving)

**ELA-4-M5** Listening and responding to a wide variety of media\*

**Choices in Literature:**

All of the *Choices in Literature* selections provide multiple ideas for reports that students can create and present to the class.

**Write Source:**

Learning to Learn: Preparing a Speech, Classroom Skills, Group Skills

**Step Up to Writing:**

Writing Speeches: Organizing Speeches, Note-Taking, Outlining Speeches, Reports, Persuasive Writing and Speaking

**Choices in Literature:**

The *Choices in Literature* selections provide multiple ideas for listening and viewing activities and projects that students can create and participate in.

**Write Source:**

Tools of Learning: Types of Information, Using the Internet, Using the Internet to Learn • Thinking to Learn • Learning to Learn: Preparing a Speech, Viewing Skills, Classroom Skills, Group Skills

**Step Up to Writing:**

Writing Speeches: Organizing Speeches, Note-Taking, Outlining Speeches, Reports, Persuasive Writing and Speaking • Active Reading and Listening: Responding to Text, Summarizing the Text, Analyzing the Text, Creating and Answering Questions About the Text • Note-Taking: Using Column Notes, Taking Notes with Graphic Organizers, using Note-Taking to Learn • **Touchstones and Current Links:** Circle Discussions

**Choices in Literature:**

The *Choices in Literature* selections provide multiple ideas for listening and viewing activities and projects that students can create and participate in.

**Write Source:**

Tools of Learning: Types of Information, Using the Internet, Using the Internet to Learn • Thinking to Learn • Learning to Learn: Viewing Skills, Classroom Skills, Group Skills

**Step Up to Writing:**

Active Reading and Listening: Responding to Text, Summarizing the Text, Creating and Answering Questions About the Text • Note-Taking: Column Notes, Taking Notes with Graphic Organizers, using Note-Taking to Learn • **Touchstones and Current Links:** Circle Discussions

**ELA-4-M6** Participating in a variety of roles in group discussions (e.g., facilitator, recorder)\*

**ELA-4-M7** Participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)

**Standard Five: Students locate, select, and synthesize information from a variety of texts, media, references, and technological source acquire and communicate knowledge.**

Focus: Topic Identification • Gathering Information • Evaluation of Multiple Reference Sources • Application of Technology Interpreting Findings

**ELA-5-M1** Identifying and using organizational features of printed text, other media, and electronic information (e.g., microprint, CD-ROM, e-mail)\*

**ELA-5-M2** Integrating information sources\*

**ELA-5-M3** Locating, gathering, and selecting information using formal outlining, paraphrasing, interviewing, and surveying to produce documented texts and graphics\*

**Active Literacy Plan Components:** Reading Comprehension, Guide Shared Reading, Listening Comprehension

**Write Source:**

**Learning to Learn:** Viewing Skills, Classroom Skills, Group Skills  
Creating and Answering Questions About the Text

**Touchstones and Current Links:** Circle Discussions

**Active Literacy Plan Components:** Reading Comprehension, Guide Shared Reading, Listening Comprehension

**Write Source:**

**Learning to Learn:** Viewing Skills, Classroom Skills, Group Skills  
Creating and Answering Questions About the Text

**Touchstones and Current Links:** Circle Discussions

**Write Source:**

**Tools of Learning:** Types of Information, Using the Internet, Using ti

**Write Source:**

**Tools of Learning:** Types of Information, Using the Internet, Using ti

**Write Source:**

**Learning About the Writing Process:** Writing with a Computer, Deve  
Portfolio, Publishing Your Writing • **Subject Writing:** Biographical  
News Stories • **Report Writing:** Writing Observational Reports, Writ  
Writing Personal Research Reports, Writing Research Papers • **Tool**  
**Searching for Information:** Types of Information, Using the Internet,  
• **Reading to Learn:** Reading Charts, Study-Reading Skills

Step Up to Writing:

**Writing Essays:** Organizing Essays; Using Examples, Evidence, and  
**Writing Speeches:** Organizing Speeches, Note-Taking, Outlining Sp  
Writing and Speaking • **Active Reading & Listening:** Responding to  
the Text, Summarizing the Text, Analyzing the Text, Creating and A  
Questions About the Text • **Note-Taking:** Using Columned Notes, I  
Graphic Organizers, Using Note-Taking to Learn Vocabulary; Using  
to Read Text

**ELA-5-M4** Using available technology to produce, revise, and publish a variety of works (e.g., documented research reports, investigative reports, annotated bibliographies)\*

**Write Source:**

Learning About the Writing Process: Writing with a Computer, Developing a Portfolio, Publishing Your Writing • Subject Writing: Biographical Writing, News Stories • Report Writing: Writing Observational Reports, Writing Personal Research Reports, Writing Research Papers • Tool Searching for Information: Types of Information, Using the Internet, • Reading to Learn: Reading Charts, Study-Reading Skills

**Step Up to Writing:**

Writing Essays: Organizing Essays; Using Examples, Evidence, Writing Speeches: Organizing Speeches, Note-Taking, Outlining Speeches, Writing and Speaking • Active Reading & Listening: Responding to Summarizing, Analyzing, Creating and Answering Questions About Text • Taking: Using Columned Notes, Taking Notes with Graphic Organizers, Taking to Learn Vocabulary; Using Columned Notes to Read Text

**ELA-5-M5** Citing references using various formats (e.g., endnotes, annotated bibliographies)\*

**Write Source:**

Subject Writing: Personal Research Reports, Writing Research Papers, Learning - Searching for Information: Types of Information, Using the Library

**Write Source:**

Tools of Learning - Reading to Learn: Reading Charts, Study-Reading

**Step Up to Writing:**

The *Step Up to Writing* program utilizes a variety of graphic organizers with students with reading, writing, and speaking.

**ELA-5-M6** Identifying and interpreting graphic organizers (e.g., flowcharts, timelines, tree diagrams)\*

**Standard Six: Students read, analyze, and respond to literature as a record of life experiences.**

**ELA-6-M1** Comparing/contrasting and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups\*

**Choices in Literature:**

All of the *Choices in Literature* anthologies contain reading selections that represent the experiences and traditions of numerous ethnic and cultural groups (*Choices in Literature Integrated ELA Chart*).

**Active Literacy Plan Components:**

Reading Comprehension; Guided Reading; Shared Reading; Listening Comprehension; Read and Respond; Book Club

**Touchstones & Current Links:** Circle Discussions

Focus: Qualities of Enduring Literature  
• Literary Genre • Cultural Traditions • Uniqueness of National Experience  
Literary Viewpoints/Points of View • Connecting Literary Text to Real-Life Experiences

**ELA-6-M2** Identifying, comparing and responding to a variety of classic and contemporary fiction and non-fiction literature from many genres (e.g., novels, drama)\*

**Choices in Literature:**

All of the *Choices in Literature* anthologies contain reading selections that represent a variety of classic and contemporary fiction and non-fiction literature genres (*Refer to the Choices in Literature Integrated ELA Chart*).

**Active Literacy Plan Components:**

Reading Comprehension; Guided Reading; Shared Reading; Listening Comprehension; Read and Respond; Book Club

**Touchstones & Current Links:** Circle Discussions

**ELA-6-M3** Classifying and interpreting various genres according to their unique characteristics

**Choices in Literature:**

In the Teacher's Edition of *Choices in Literature* anthologies, each set has a Literary Skills focus for every . This portion of each lesson has students evaluate different literary genres and their characteristics, including folk tales, tall tales, short stories, and non-fiction selections (biography). (Refer to the *Choices in Literature Integrated ELA Chart*).

**Active Literacy Plan Components:**

Reading Comprehension; Guided Reading; Shared Reading; Listening Comprehension; Read and Respond; Book Club

**Touchstones & Current Links:** Circle Discussions

**Standard Seven: Students apply reasoning and problem-solving skills to reading, writing, speaking, listening, viewing, and visually representing.**

**ELA-7-M1** Using comprehension strategies (e.g., summarizing, recognizing literary devices, paraphrasing)\* to analyze oral, written, and visual texts

**Choices in Literature:**

*Myself, My World* : "The Kid Nobody Could Handle," "The White U Pilot on the Mississippi," "The Old Grandfather and His Grandson," "to Come," "Calling Jack Kettle," "I Learn to Speak," "Raymond's Ru "The Delight Song of Tsoai-Talee," "Maestro" "Voice," "This Morni Rainbows in the Sprinklers" "The Possesors,"  
*American Tapestry* : "The Parakeet Named Driedel," "Baseball," "TI "We Shal Wait Forever," The Other Pioneers," "The Return to the Pe Trees," "John Henry,"

*Charting Your Own Course*: "Who's Hu?," "Out on a Limb," "Almo Trickster," "The Road Not Taken," "The Baroque Marble," "Do It," " Nightmare" "The Dance Within My Heart," "Why Badger is so Hun Greatness - Mary Austin," "A Song of Maria Martinez," "Dusting"

**Active Literacy Plan Components:**

Reading Comprehension; Guided Reading; Shared Reading; Listening Comprehension; Read and Respond; Book Club

**Touchstones & Current Links:** Circle Discussions

Focus: Critical Thinking • Questioning  
• Prediction • Investigation •  
Comprehension • Analysis • Synthesis  
• Communication Understanding

**ELA-7-M2** Using reasoning skills (e.g., categorizing, prioritizing), \* life experiences, accumulated knowledge, and relevant available information resources to solve problems in oral, written, and visual texts

**ELA-7-M3** Interpreting the effects of an author's purpose (reason for writing) and viewpoint (perspective)

**ELA-7-M4** Using inductive and deductive reasoning skills across oral, written, and visual texts\*

**Choices in Literature:**

*Charting Your Own Course* : "At Last I Kill a Buffalo," " Kitchens," "Almost a Whole Trickster"

**Active Literacy Plan Components:**

Reading Comprehension; Guided Reading; Shared Reading; Listenin  
Comprehension; Read and Respond; Book Club

**Touchstones & Current Links:** Circle Discussions

**Choices In Literature:**

*Charting Your Own Course* : "The Dance Within My Heart

*American Tapestry* : "Molly Pitcher Meets the General"

**Active Literacy Plan Components:**

Reading Comprehension; Guided Reading; Shared Reading; Listenin  
Comprehension; Read and Respond; Book Club

**Touchstones & Current Links:** Circle Discussions

This standard is addressed throughout all of the *Choices in Literature*  
the Active Literacy Plan.

## Middle School Level Math: Eight Grade

Standards	Benchmarks	Core Curriculum
<b>NUMBER AND NUMBER RELATIONS</b> <b>In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.</b> Students in Grades 5-8 use estimation, mental arithmetic, number lines, graphs, appropriate models, manipulatives, calculators, and computers as they extend their investigations of problems involving rational numbers.	N-1-M demonstrating that a rational number can be expressed in many forms, and selecting an appropriate form for a given situation (e.g., fractions, decimals, and percents); (1, 2, 4)	Writing fractions and decimals as percents, and writing percents as fractions and decimals. Identifying prime and composite numbers and finding the greatest common factor and least common multiple of numbers. Writing and simplifying expressions with exponents. Using the properties of exponents. Finding percent of increase and decrease. Estimating percents using decimals and fractions.
	N-2-M demonstrating number sense and estimation skills to describe, order, and compare rational numbers (e.g., magnitude, integers, fractions, decimals, and percents); (2, 4)	Adding and subtracting rational numbers and solving equations and inequalities. Multiplying and dividing rational numbers.  Simplifying fractions and writing fractions as decimals, and decimals as fractions. Writing numbers in standard form and scientific notation. Ordering numbers in standard form and scientific notation.  Identifying similar figures. Finding the absolute value of an integer. Comparing and ordering integers.  Finding measures of central tendency and choosing the best measure of central tendency. Comparing and ordering rational numbers. Estimating percents using decimals and fractions. Understanding the base of a number system. Using Equations to Find a Whole Amount or a Percent
	N-3-M reading, writing, representing, and using rational numbers in a variety of forms (e.g., integers, mixed numbers, and improper fractions); (1)	Simplifying before solving an equation and solving equations. Applying integers. Finding the absolute value of an integer. Comparing and ordering integers. Identifying and using properties. Using the Distributive Property. Finding square roots of numbers and exploring real numbers. Identifying prime and composite numbers and finding the greatest common factor and least common multiple of numbers. Adding and subtracting integers.

**Standards****Benchmarks****Core Curriculum**

N-4-M demonstrating a conceptual understanding of the meaning of the basic arithmetic operations (add, subtract, multiply and divide) and their relationships to each other; (1, 2)

Multiplying and dividing integers.

Adding and subtracting rational numbers and solving equations.  
Writing a rule from words, a table, or graph.

Developing a plan for solving a problem.  
Solving a problem using two different methods.  
Solving a problem by combining strategies.

Solving equations by adding or subtracting. Solving equations.  
Solving problems by writing an equation.  
Solving a problem by combining strategies.  
Solving problems involving markup and discount.  
Solving inequalities using two steps.  
Understanding the base of a number system.  
Multiplying or dividing inequalities by a positive or negative

Multiplying powers with the same base and multiplying numbers.  
Identifying and using properties. Using the Distributive Property.  
Dividing powers with the same base and using negative or zero.  
Solving a problem using two different methods.  
Solving a problem by combining strategies.  
Solving a problem using two different strategies.  
Finding square roots of numbers and exploring real numbers.  
Using Equations to Find a Whole Amount or a Percent.  
Finding the absolute value of an integer. Comparing and ordering.  
Solving proportions.  
Using Combination Notation.  
Finding the complements and odds of events.

Using permutation notation and finding the number of permutations.  
Raising a power to a power and raising a product to a power.  
Identifying and using properties. Using the Distributive Property.  
Finding square roots of numbers and exploring real numbers.  
Using proportions to solve problems.  
Using proportions to find part of a whole, a whole amount or percent.  
Graphing reflections and identifying lines of symmetry.  
Finding percent of increase and decrease.  
Raising a power to a power and raising a product to a power.  
Dividing rational numbers.  
Using formulas to solve problems and solving formulas for a variable.

**Standards****Benchmarks****Core Curriculum**

N-5-M applying an understanding of rational numbers and arithmetic operations to real-life situations; (1, 2, 3, 4)

·Recognize and provide examples of the presence of mathematics in the world.

Solving problems involving markup and discount.

Finding simple and compound interest.

Applying real numbers

Applying Rate of Change

N-6-M constructing, using, and explaining procedures to compute and estimate with rational numbers employing mental math strategies; (1, 2, 3, 4)

·Recognize that mathematical ideas can be supported by a variety of representations.

Estimating percents using decimals and fractions.

Using proportions to solve problems.

Describing sequences and evaluating an algebraic expression

Writing short responses

Writing to justify steps

Writing Variable Expressions

N-7-M selecting and using appropriate computational methods and tools for given situations involving rational numbers (e.g., estimation, or exact computation using mental arithmetic, calculator, computer, or paper and pencil); (2, 3, 4)

Finding measures of central tendency and choosing the best measure of central tendency

Evaluating with multiple variables

Recognizing and selecting an appropriate scale.

Finding dimensions of similar solids using proportions. Finding the volume of similar solids

Simplifying before solving an equation and solving equations

Using a table or rule to graph a function.

Finding combinations by using a list. Using combination notation

Evaluating with multiple variables

N-8-M demonstrating a conceptual understanding and applications of proportional reasoning (e.g., determining equivalent ratios, finding a missing term of a given proportion). (2, 4)

Finding an angle using the sine and cosine ratios.

Finding dimensions of similar solids using proportions. Finding the volume of similar solids

Using proportions to solve problems.

Applying Proportions



Standards	Benchmarks	Core Curriculum
<b>ALGEBRA</b> Students in Grades 5-8 use manipulatives, models, graphs, tables, technology, number sense, and estimation as they extend their investigations of problems involving the concepts and application of algebra. Students in Grades 5-8 use manipulatives, models, graphs, tables, technology, number sense, and estimation as they extend their investigations of problems involving the concepts and application of algebra.	A-3-M representing situations and number patterns with tables, graphs, and verbal and written statements, while exploring the relationships among these representations (e.g., multiple representations for the same situation); (1,4)	Describing sequences and evaluating an algebraic expression Writing and evaluating algebraic expressions. Using the order of operations Interpreting and sketching a graph of a situation. Graphing and solving inequalities. Graphing an equation using x- and y-intercepts.
	A-4-M analyzing tables and graphs to identify relationships exhibited by the data and making generalizations based upon these relationships; (2, 3, 4)	Simplifying before solving an equation and solving equations Graphing and writing quadratic and other nonlinear functions Graphing and writing inequalities. Solving inequalities by adding or subtracting Multiplying by a monomial and multiplying binomials using FOIL Multiplying or dividing inequalities by a positive or negative number Writing and evaluating algebraic expressions. Using the order of operations Adding and subtracting polynomials. Solving equations using two steps. Writing Variable Expressions Solving a problem using two different methods. Solving a problem by combining strategies. Solving inequalities using two steps. Combining like terms and simplifying algebraic expressions. Using formulas to solve problems and solving formulas for a variable
	A-5-M demonstrating the connection of algebra to the other strands and to real-life situations. (1, 2, 3, 4, 5)	Representing functions with equations and tables. Using a table or rule to graph a function. Representing functions with equations and tables. Writing a rule from words, a table, or graph. Graphing and writing inequalities. Solving inequalities by adding or subtracting Graphing an equation in slope-intercept form and writing an equation from a graph Evaluating an algebraic expression  ·Recognize and provide examples of the presence of mathematics in careers and areas of interest  Using formulas to solve problems and solving formulas for a variable ·Investigate the presence of mathematics in careers and areas of interest  ·Recognize and apply mathematics to other disciplines, areas of interest

Standards	Benchmarks	Core Curriculum
<b>MEASUREMENT</b> <b>In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.</b>	<p>M-1-M applying the concepts of length, area, surface area, volume, capacity, weight, mass, money, time, temperature, and rate to real-world experiences; (2, 3, 4)</p>	<p>Developing measurement sense and using dimensional analysis</p>
<p>Students in Grades 5-8 use number sense, estimation, appropriate manipulatives, tools, and technology as they extend their investigations of problems involving measurement.</p>	<p>M-2-M demonstrating an intuitive sense of measurement (e.g., estimating and determining reasonableness of measures); (1, 2, 4)</p>	<p>Finding dimensions of similar solids using proportions. Finding of similar solids</p> <ul style="list-style-type: none"> <li>·Convert capacities and volumes within a given system.</li> <li>·Identify customary and metric units of mass.</li> <li>customary units of capacity (cups, pints, quarts, and gallons)</li> <li>units of capacity (cups to pints, pints to quarts, and quarts to gallons)</li> <li>·Determine personal references for customary units of length approximately 3 feet, your height is approximately 5 feet, etc</li> </ul> <p>Finding the number of permutations of a set of objects. Using Evaluating with multiple variables</p>
	<p>M-3-M selecting appropriate units and tools for tasks by considering the purpose for the measurement and the precision required for the task (e.g., length of a room in feet rather than inches); (2, 3, 4)</p>	<p>Measuring indirectly using similar triangles.</p> <p>Recognizing and selecting an appropriate scale.</p> <ul style="list-style-type: none"> <li>·Identify equivalent customary units of capacity (cups to pints, gallons)</li> <li>references for customary units of length (i.e., your pace is approximately 5 feet, etc.)</li> <li>·Justify the reasonableness of answers using estimation (including)</li> </ul>
	<p>M-4-M using intuition and estimation skills to describe, order, and compare formal and informal measures (e.g., ordering cup, pint, quart, gallon; comparing a meter to a yard); (1, 2, 4)</p>	<ul style="list-style-type: none"> <li>·Determine personal references for customary/metric units of length</li> <li>·Draw central angles in a given circle using a protractor (circles)</li> <li>·Justify the reasonableness of the mass of an object.</li> <li>·Estimate surface area.</li> </ul>
	<p>M-5-M converting from one unit of measurement to another within the same system (Comparisons between systems, customary and metric, should be based on intuitive reference points, not formal computation.); (2, 4)</p>	<ul style="list-style-type: none"> <li>·Identify customary and metric units of mass.</li> </ul> <p>Combining like terms and simplifying algebraic expressions. Identifying nets of solids.</p>

Standards	Benchmarks	Core Curriculum
		<ul style="list-style-type: none"> <li>·Understand and make connections among multiple representations of mathematical ideas.</li> <li>·Recognize connections between subsets of mathematical ideas.</li> <li>·Connect and apply a variety of strategies to solve problems.</li> <li>·Model situations mathematically, using representations to draw conclusions about new situations.</li> <li>·Understand how concepts, procedures, and mathematical reasoning can be used to solve problems in other areas of mathematics.</li> <li>·Compare unit prices.</li> </ul>
	M-6-M demonstrating the connection of measurement to the other strands and to real-life situations. (1, 2, 3, 4, 5)	<ul style="list-style-type: none"> <li>·Calculate unit price using proportions.</li> </ul>
		Naming solids and recognizing skew lines. Finding the slope of a line from a graph or from a table. <ul style="list-style-type: none"> <li>·Recognize and provide examples of the presence of mathematics in careers and areas.</li> <li>·Apply mathematical ideas to problem situations that develop.</li> <li>·Investigate the presence of mathematics in careers and areas.</li> </ul>
		<ul style="list-style-type: none"> <li>·Recognize and apply mathematics to other disciplines, areas</li> </ul>
<b>GEOMETRY</b> <b>In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.</b>	G-1-M using estimation skills to describe, order, and compare geometric measures; (1, 2)	
Students in Grades 5-8 use number sense, estimation, models, drawings, manipulatives, and technology as they extend their investigations of problems involving geometric concepts.		Constructing congruent segments and angles, and constructing
		Using adjacent and vertical angles. Using supplementary and identifying similar figures.
		Classifying triangles and quadrilaterals.
		Finding dimensions of similar solids using proportions. Finding the volumes of similar solids
	G-2-M identifying, describing, comparing, constructing, and classifying geometric figures and concepts; (1, 2, 3)	
		Finding the measures of angles made by parallel lines.
		Finding the area of a trapezoid
		Finding the circumference and area of a circle.
		Finding angles using the sine and cosine ratios.
		Finding the volumes of pyramids and cones.

**Standards****Benchmarks****Core Curriculum**

G-3-M making predictions regarding transformations of geometric figures (e.g., make predictions regarding translations, reflections, and rotations of common figures); (1, 4)

G-4-M constructing two- and three-dimensional models; (3)

G-5-M making and testing conjectures about geometric shapes and their properties; (1, 2, 3, 4)

G-6-M demonstrating an understanding of the coordinate system (e.g., locate points, identify coordinates, and graph points in a coordinate plane to represent real-world situations); (1, 3, 4)

G-7-M demonstrating the connection of geometry to the other strands and to real-life situations (e.g., applications of the Pythagorean Theorem). (1, 3, 4, 5)

Finding the surface areas of pyramids and cones.  
Identifying nets of solids.  
Adding and subtracting polynomials.  
Multiplying by a monomial and multiplying binomials using

Using adjacent and vertical angles. Using supplementary and  
Measuring indirectly using similar triangles.  
Finding surface area of a similar solid  
Locating dilation images and finding the scale factor of a dila  
Graphing rotations and identifying rotational symmetry.  
Finding the measures of angles made by parallel lines.  
Classifying triangles and quadrilaterals.  
Identifying parts of congruent figures and triangles.  
Naming solids and recognizing skew lines.

Finding dimensions of similar solids using proportions. Findi  
of similar solids  
Graphing and describing translations.  
Exploring rotations  
Graphing rotations and identifying rotational symmetry.

Drawing a base plan. Drawing top, front, and right views.  
Constructing congruent segments and angles, and constructin

Solving problems by writing an equation.  
Finding the number of permutations of a set of objects. Using  
Making scatter plots and using them to find trends.

Identifying and graphing points in a coordinate plane.  
Making frequency tables and line plots and displaying data us  
Making scatter plots and using them to find trends.  
Making and using box-and-whisker plots.

Using the Pythagorean Theorem to identify right triangles.  
·Determine whether a given triangle is a right triangle by appl  
and using a calculator.

·Recognize and provide examples of the presence of mathemat

**Standards****Benchmarks****Core Curriculum**

- Apply mathematical ideas to problem situations that develop
- Investigate the presence of mathematics in careers and areas
- Recognize and apply mathematics to other disciplines, areas

Standards	Benchmarks	Core Curriculum
<b>DATA ANALYSIS, PROBABILITY, AND DISCRETE MATH</b> <b>In problem-solving investigations, students discover trends, formulate conjectures regarding cause-and-effect relationships, and demonstrate critical thinking skills in order to make informed decisions.</b> Students in Grades 5-8 use collection and organizational techniques, number sense, estimation, manipulatives, and technology as they extend their investigations of problems involving data.	D-1-M systematically collecting, organizing, describing, and displaying data in charts, tables, plots, graphs, and/or spreadsheets; (1, 2, 3, 4)	Graphing an equation using x- and y-intercepts. Interpreting and sketching a graph of a situation.
	D-2-M analyzing, interpreting, evaluating, drawing inferences, and making estimations, predictions, decisions, and convincing arguments based on organized data (e.g., analyze data using concepts of mean, median, mode, range, random samples, sample size, bias, and data extremes); (1, 2, 3, 4, 5)	Graphing and writing inequalities. Solving inequalities by adding or subtracting. Graphing and describing translations. Choosing an appropriate graph
	D-3-M describing informal thinking procedures (e.g., solving elementary logic problems using Venn diagrams, tables, charts, and/or elementary logic operatives to solve logic problems in real-life situations; reach valid conclusions in elementary logic problems involving “and, or, not, if/then”); (2, 3)	Graphing an equation in slope-intercept form and writing an equation of a line. Using a table or rule to graph a function. Graphing and writing quadratic and other nonlinear functions Making frequency tables and line plots and displaying data using a graph. Using a table or rule to graph a function. Using tree diagrams and the counting principle.
		Solving linear systems by graphing. Solving and graphing equations with two variables. Graphing and writing quadratic and other nonlinear functions Writing a rule from words, a table, or graph. Interpreting and sketching a graph of a situation. Making frequency tables and line plots and displaying data using a graph.
		Graphing an equation in slope-intercept form and writing an equation of a line. Graphing and writing inequalities. Solving inequalities by adding or subtracting. Graphing and describing translations. Graphing reflections and identifying lines of symmetry. Graphing rotations and identifying rotational symmetry.
		Finding combinations by using a list. Using combination notation. Writing short responses Writing to justify steps

**Standards****Benchmarks****Core Curriculum**

D-4-M analyzing various counting and enumeration procedures with and without replacement (e.g., find the total number of possible outcomes or possible choices in a given situation); (2, 4)

D-5-M comparing experimental probability results with theoretical probability (e.g., representing probabilities of concrete situations as common fractions, investigating single-event and multiple-event probability, using sample spaces, geometric figures, tables, and/or graphs); (2, 3, 4)

D-6-M demonstrating the connection of data analysis, probability, and discrete math to other strands and to real-life situations. (1, 2, 3, 4, 5)

Representing functions with equations and tables.

Finding experimental probability and complements and odds  
Representing functions with equations and tables.

Using permutation notation and finding the number of permu

Finding the probability that an event will occur.  
Finding experimental probability and complements and odds  
·Design and conduct an experiment to test predictions.

Finding experimental probability and complements and odds  
Making scatter plots and using them to find trends.  
Interpreting and sketching a graph of a situation.  
·Investigate the presence of mathematics in careers and areas

·Recognize and apply mathematics to other disciplines, areas

Standards	Benchmarks	Core Curriculum
<b><i>PATTERNS, RELATIONS, AND FUNCTIONS</i></b> <b>In problem-solving investigations, students demonstrate an understanding of patterns, relations, and functions that represent and explain real-world situations.</b> Students in Grades 5-8 use number sense, estimation, manipulatives, drawings, tables, graphs, formulas, and technology as they extend their investigations of problems involving patterns, relations, and functions.	P-1-M describing, extending, analyzing, and creating a wide variety of numerical, geometrical, and statistical patterns (e.g., skip counting of rational numbers and simple exponential number patterns); (1, 2, 3, 4)  P-2-M describing and representing relationships using tables, rules, simple equations, and graphs; (1, 3, 4) P-3-M analyzing relationships to explain how a change in one quantity results in a change in another (e.g., change in the dimensions of a rectangular solid affects the volume); (1, 2, 4)  P-4-M demonstrating the pervasive use of patterns, relations, and functions in other strands and in real-life situations. (1, 4, 5)	Describing sequences and evaluating an algebraic expression Finding combinations by using a list. Using combination notation Finding the number of permutations of a set of objects. Using ·Make conjectures from generalizations.  ·Use physical objects, drawings, charts, tables, graphs, symbols created using technology as representations.  ·Recognize, compare, and use an array of representations for  ·Explain, describe, and defend mathematical ideas using representations ·Explain how different representations express the same relationship ·Use standard and non-standard representations with accuracy ·Investigate relationships between different representations and problem.  ·Use mathematics to show and understand physical phenomena  ·Use mathematics to show and understand social phenomena. ·Use mathematics to show and understand mathematical phenomena  ·Recognize and provide examples of the presence of mathematics  ·Apply mathematical ideas to problem situations that develop ·Investigate the presence of mathematics in careers and areas  ·Recognize and apply mathematics to other disciplines, areas



## Middle School Level Science: Sixth Grade

### Standards

#### SCIENCE AS INQUIRY

*The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.*

#### Strands A. THE ABILITIES NECESSARY TO DO SCIENTIFIC INQUIRY

#### Benchmarks

**SI-M-A1** identifying questions that can be used to design a scientific investigation; (1, 2, 3)

#### Core Curriculum/Prentice H

From Bacteria to Plants (Book A)  
Animals (Book B)  
Cells and Heredity (Book C)  
Human Biology and Health (Book D)  
Environmental Science (Book E)  
Inside Earth (Book F)  
Earth's Changing Surface (Book G)  
Earth's Water (Book H)  
Weather and Climate (Book I)  
Astronomy (Book J)  
Chemical Building Blocks (Book K)  
Chemical Interactions (Book L)  
Motion, Forces, and Energy (Book M)  
Electricity and Magnetism (Book N)  
Sound and Light (Book O)

**SI-M-A2** designing and conducting a scientific investigation; (1, 2, 3, 4, 5)

From Bacteria to Plants (Book A)  
Animals (Book B)  
Cells and Heredity (Book C)  
Human Biology and Health (Book D)  
Environmental Science (Book E)  
Inside Earth (Book F)  
Earth's Changing Surface (Book G)  
Earth's Water (Book H)  
Weather and Climate (Book I)  
Astronomy (Book J)  
Chemical Building Blocks (Book K)  
Chemical Interactions (Book L)  
Motion, Forces, and Energy (Book M)  
Electricity and Magnetism (Book N)  
Sound and Light (Book O)

**SI-M-A3** using mathematics and appropriate tools and techniques to gather, analyze, and interpret data; (1, 2, 3, 4, 5)

From Bacteria to Plants (Book A)  
Animals (Book B)  
Cells and Heredity (Book C)

Human Biology and Health (Book D)  
Environmental Science (Book E)  
Inside Earth (Book F)  
Earth's Changing Surface (Book G)  
Earth's Water (Book H)  
Weather and Climate (Book I)  
Astronomy (Book J)  
Chemical Building Blocks (Book K)  
Chemical Interactions (Book L)  
Motion, Forces, and Energy (Book M)  
Electricity and Magnetism (Book N)  
Sound and Light (Book O)

**SI-M-A4** developing descriptions, explanations, and graphs using data; (1, 2, 3, 4)

From Bacteria to Plants (Book A)  
Animals (Book B)  
Cells and Heredity (Book C)  
Human Biology and Health (Book D)  
Environmental Science (Book E)  
Inside Earth (Book F)  
Earth's Changing Surface (Book G)  
Earth's Water (Book H)  
Weather and Climate (Book I)  
Astronomy (Book J)  
Chemical Building Blocks (Book K)  
Chemical Interactions (Book L)  
Motion, Forces, and Energy (Book M)  
Electricity and Magnetism (Book N)  
Sound and Light (Book O)

**SI-M-A5** developing models and predictions using the relationships between data and explanations; (1, 2, 3, 4)

From Bacteria to Plants (Book A)  
Animals (Book B)  
Cells and Heredity (Book C)  
Human Biology and Health (Book D)  
Environmental Science (Book E)  
Inside Earth (Book F)  
Earth's Changing Surface (Book G)  
Earth's Water (Book H)  
Weather and Climate (Book I)  
Astronomy (Book J)  
Chemical Building Blocks (Book K)  
Chemical Interactions (Book L)  
Motion, Forces, and Energy (Book M)  
Electricity and Magnetism (Book N)  
Sound and Light (Book O)

**SI-M-A6** comparing alternative explanations and predictions; (1, 3, 4)

From Bacteria to Plants (Book A)  
Animals (Book B)  
Cells and Heredity (Book C)  
Human Biology and Health (Book D)  
Environmental Science (Book E)  
Inside Earth (Book F)  
Earth's Changing Surface (Book G)  
Earth's Water (Book H)  
Weather and Climate (Book I)

		Astronomy (Book J) Chemical Building Blocks (Book K) Chemical Interactions (Book L) Motion, Forces, and Energy (Book M) Electricity and Magnetism (Book N) Sound and Light (Book O)
	<b>SI-M-A7</b> communicating scientific procedures, information, and explanations; (1, 3)	From Bacteria to Plants (Book A)  Animals (Book B) Cells and Heredity (Book C) Human Biology and Health (Book D) Environmental Science (Book E) Inside Earth (Book F) Earth's Changing Surface (Book G) Earth's Water (Book H) Weather and Climate (Book I) Astronomy (Book J) Chemical Building Blocks (Book K) Chemical Interactions (Book L) Motion, Forces, and Energy (Book M) Electricity and Magnetism (Book N) Sound and Light (Book O)
	<b>SI-M-A8</b> utilizing safety procedures during scientific investigations. (3, 5)	From Bacteria to Plants (Book A)
<b>B. UNDERSTANDING SCIENTIFIC INQUIRY</b>	<b>SI-M-B1</b> recognizing that different kinds of questions guide different kinds of scientific investigations; (2, 4)	
	<b>SI-M-B2</b> communicating that current scientific knowledge guides scientific investigations; (1, 3, 4) <b>SI-M-B3</b> understanding that mathematics, technology, and scientific techniques used in an experiment can limit or enhance the accuracy of scientific knowledge; (3, 4) <b>SI-M-B4</b> using data and logical arguments to propose, modify, or elaborate on principles and models; (1, 2, 3, 4)	

**SI-M-B5** understanding that scientific knowledge is enhanced through peer review, alternative explanations, and constructive criticism; (1, 4, 5)

**SI-M-B6** communicating that scientific investigations can result in new ideas, new methods or procedures, and new technologies; (1, 3, 4)

**SI-M-B7** understanding that scientific development/technology is driven by societal needs and funding. (4, 5)

## Standards

### PHYSICAL SCIENCE

*Students will develop an understanding of the characteristics and interrelationships of matter and energy in the physical world.*

Strands	Benchmarks	Core Curriculum
<b>A. PROPERTIES AND CHANGES OF PROPERTIES IN MATTER</b>	<p><b>PS-M-A1</b> investigating, measuring, and communicating the properties of different substances which are independent of the amount of the substance; (1, 2, 3, 4)</p> <p><b>PS-M-A2</b> understanding that all matter is made up of particles called atoms and that atoms of different elements are different; (2, 4)</p> <p><b>PS-M-A3</b> grouping substances according to similar properties and/or behaviors; (4)</p> <p><b>PS-M-A4</b> understanding that atoms and molecules are perpetually in motion; (4)</p> <p><b>PS-M-A5</b> investigating the relationships among temperature, molecular motion, phase changes, and physical properties of matter; (2, 3)</p> <p><b>PS-M-A6</b> investigating chemical reactions between different substances to discover that new substances formed may have new physical properties and do have new chemical properties; (2, 3, 4, 5)</p>	<p><b>Oceans</b> Activity 2 and 3  <b>Pollution</b> Activity 8  <b>Chemical Interactions</b> Activity 1, 3, 10  <b>If Shipwrecks Could talk</b> Activity 4 and 7</p> <p><b>Chemical Interactions</b> Activity 4 and 5</p> <p><b>Chemical Interactions</b> Activity 3, 6, 9, 10</p> <p><b>Chemical Interactions</b> Activity 4  <b>Flight and Rocketry</b> Activity 1 and 3</p> <p><b>Chemical Interactions</b> Activity 7, 10-12; Ac Extension</p>

**PS-M-A7** understanding that during a chemical reaction in a closed system, the mass of the products is equal to that of the reactants; (2, 3, 4)

**PS-M-A8** discovering and recording how factors such as temperature influence chemical reactions; (2)

**PS-M-A9** identifying elements and compounds found in common foods, clothing, household materials, and automobiles. (1, 2, 3, 4, 5)

## **B. MOTIONS AND FORCES**

**PS-M-B1** describing and graphing the motions of objects; (1, 2, 3)

**PS-M-B2** recognizing different forces and describing their effects (gravity, electrical, magnetic); (1, 2)

**PS-M-B3** understanding that, when an object is not being subjected to a force, it will continue to move at a constant speed and in a straight line; (2, 3, 4)

**PS-M-B4** describing how forces acting on an object will reinforce or cancel one another, depending upon their direction and magnitude; (1, 2)

**PS-M-B5** understanding that unbalanced forces will cause changes in the speed or direction of an object's motion. (2, 4)

## **C. TRANSFORMATIONS OF ENERGY**

**PS-M-C1** identifying and comparing the characteristics of different types of energy; (2, 3, 4)

**PS-M-C2** understanding the different kinds of energy transformations and the fact that energy can be neither destroyed

**Chemical Interactions** Activity 7, Science & Math 11, Science and Math

**Chemical Interactions** Activity 12

**Chemical Interactions** Activity 4, Science & Math 5, science and Health; Activity 9, Science CI 10, Science, Technology, and Society

**Flight and Rocketry** Activity 8, 9, 12

**Simple Machines** Activity 2, 5-7, 9

**Newton's Toy Box** Activity 1, 3, 7-11

**Famous Scientists** Activity 3

**Flight and Rocketry** Activity 2; Reader

**Simple Machines** Reader

**Electromagnetism** Activity 1-11; Reader

**Newton's Toy Box** Activity 2

**Famous Scientists** Activity 3, 5

**Electrical Connections** Activity 1-13

**Newton's Toy Box** Activity 1, 7-9

**Flight and Rocketry** Activity 2, 3, 9, 12

**Simple Machines** Activity 3, 4, 6

**Newton's Toy Box** Activity 1-4, 7

**Newton's Toy Box** Activity 4, 10

**Color and Light** Activity 1; Reader

**Solar Energy** Activity 1 and 2

**Electromagnetism** Activity 1-11; Reader

**Electrical Connections** Activity 1-13

**Famous Scientists** Activity 5 and 6

**Flight and Rocketry** Activity 9, 12

**Simple Machines** Activity 7 and 8

**Solar Energy** Activity 9 and 10

**Electromagnetism** Reader

**Newton's Toy Box** Activity 8, 10

**Famous Scientists** Activity 5 and 6

**Electrical Connections** Activity 2, 7, 9, 10

**PS-M-C3** understanding that the sun is a major source of energy and that energy arrives at the Earth's surface as light with a range of wavelengths; (2, 3, 4)

**PS-M-C4** observing and describing the interactions of light and matter (reflection, refraction, absorption, transmission, scattering); (1, 2, 3, 4)

**PS-M-C5** investigating and describing the movement of heat and the effects of heat in objects and systems; (2, 3, 4)

**PS-M-C6** describing the types of energy that can be involved, converted, or released in electrical circuits; (2, 3, 4)

**Solar Energy** Activity 1 and 2  
**Color and Light** Activity 1; Reader

**Lenses and Mirrors** Activity 1, 2, 4-8  
**Solar Energy** Activity 2, 3, 7, 9  
**Color and Light** Reader  
**Famous Scientists** Activity 4  
**Astronomy** Activity 9

**Solar Energy** Activity 1-13  
**Flight and Rocketry** Activity 3  
**Weather Forecasting** Activity 9  
**Electrical Connections** Activity 7  
**Famous Scientists** Activity 5, 7

**Solar Energy** Activity 10  
**Electromagnetism** Activity 5-10; Reader  
**Electrical Connections** Activity 1-13

**PS-M-C7** understanding that energy is involved in chemical reactions; (2, 4)

**PS-M-C8** comparing the uses of different energy resources and their effects upon the environment. (1, 2, 3, 4, 5)

**Flight and Rocketry** Activity 12; Activity 12, Challenge

**Chemical Interactions** Activity 7, Science C

**Pollution** Activity 6, 9; Reader

**Chemical Interactions** Activity 8, Science, Society

## Standards

### LIFE SCIENCE

*The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.*

#### Strands A. STRUCTURE AND FUNCTION IN LIVING SYSTEMS

#### Benchmarks

**LS-M-A1** describing the observable components and functions of a cell, such as the cell membrane, nucleus, and movement of molecules into and out of cells; (1)

**LS-M-A2** comparing and contrasting the basic structures and functions of different plant and animal cells; (1, 2, 3, 4)

**LS-M-A3** observing and analyzing the growth and development of selected organisms, including a seed plant, an insect with complete metamorphosis, and an amphibian; (1, 2, 3, 4)

**LS-M-A4** describing the basic processes of photosynthesis and respiration and their importance to life; (1, 4, 5)

**LS-M-A5** investigating human body systems and their functions (including circulatory, digestive, skeletal, respiratory); (1, 3, 4)

**LS-M-A6** describing how the human body changes with age and listing factors that affect the length and quality of life; (1, 2, 3, 4, 5)

**LS-M-A7** describing communicable and noncommunicable diseases. (1, 2, 3, 4, 5)

#### B. REPRODUCTION AND HEREDITY

**LS-M-B1** describing the importance of body cell division (mitosis) and sex cell production (meiosis); (1, 4)

#### Core Curriculum

**You and Your Body** Reader

**Pond Life** Activity 6 and 7

**Plants in Our World** Activity 1 and 2, 4

**DNA-From Genes to Proteins** Activity 3 an

**You and Your Body** Reader

**Pond Life** Activity 6 and 7

**Plants in Our World** Activity 1 and 2, 4

**DNA-From Genes to Proteins** Activity 3 an

**Fungi-Small Wonders** Activity 4-6

**Pond Life** Activity 10

**Plants in Our World** Activity 3

**Plants in Our World** Activity 3, 5-10

**You and Your Body** Activity 1-8, 13, 14; Re

**DNA-From Genes to Proteins** Activity 5, S



## C. POPULATIONS AND ECOSYSTEMS

**LS-M-B2** describing the role of chromosomes and genes in heredity; (1, 4)

**LS-M-B3** describing how heredity allows parents to pass certain traits to offspring. (1, 4)

**LS-M-C1** constructing and using classification systems based on the structure of organisms; (1, 2, 3, 4)

**LS-M-C2** modeling and interpreting food chains and food webs; (1, 2, 3, 4)

**LS-M-C3** investigating major ecosystems and recognizing physical properties and organisms within each; (1, 2, 3, 4, 5)

**LS-M-C4** explaining the interaction and interdependence of nonliving and living components within ecosystems. (1, 2, 3, 4, 5)

## D. ADAPTATIONS OF ORGANISMS

**LS-M-D1** describing the importance of plant and animal adaptation, including local examples; (1, 3, 4, 5)

**LS-M-D2** explaining how some members of a species survive under changed environmental conditions. (1, 2, 3, 4, 5)

**DNA-From Genes to Proteins** Activity 5-10

**DNA-From Genes to Proteins** Activity 5-10  
Science Challenge

**Pond Life** Activity 11; Activity 11, Science E

**Pond Life**; Activity 1, 3-11

**Pond Life** Activity 1, 3-12

**Fungi-Small Wonders** Activity 5-7

**Fungi-Small Wonders** Activity 2, 6

**Pond Life** Activity 5-10

**Oceans** Activity 10 and 11

**Famous Scientists** Activity 9

**Fungi-Small Wonders** Activity 7, 11

**Oceans** Activity 11

**Famous Scientists** Activity 9 and 10

## Standards

### EARTH AND SPACE SCIENCE

The students will develop an understanding of the properties of earth materials, the structure of the Earth system, the Earth's history, and the Earth's place in the universe.

Strands	Benchmarks	Core Curriculum
<b>A. STRUCTURE OF THE EARTH</b>	<p><b>ESS-M-A1</b> understanding that the Earth is layered by density with an inner and outer core, a mantle, and a thin outer crust; (1)</p> <p><b>ESS-M-A2</b> understanding that the Earth's crust and solid upper mantle are dividing plates that move in response to convection currents (energy transfers) in the mantle; (1)</p> <p><b>ESS-M-A3</b> investigating the characteristics of earthquakes and volcanos and identifying zones where they may occur; (2, 3, 4)</p> <p><b>ESS-M-A4</b> investigating how soils are formed from weathered rock and decomposed organic material; (2, 3, 4)</p> <p><b>ESS-M-A5</b> identifying the characteristics and uses of minerals and rocks and recognizing that rocks are mixtures of minerals; (2, 3, 4)</p> <p><b>ESS-M-A6</b> explaining the processes involved in the rock cycle; (1, 4)</p> <p><b>ESS-M-A7</b> modeling how landforms result from the interaction of constructive and destructive forces; (1, 2, 3, 4)</p> <p><b>ESS-M-A8</b> identifying the man-made and natural causes of coastal erosion and the steps taken to combat it; (1, 2, 3, 4, 5)</p> <p><b>ESS-M-A9</b> compare and contrast topographic features of the ocean floor to those formed above sea level; (2, 3, 4)</p>	<p><b>Rocks and Minerals</b> Reader <b>Erosion</b> Reader <b>Earth Processes</b> Activity 2 and 3</p> <p><b>Oceans</b> Reader <b>Erosion</b> Reader <b>Earth Processes</b> Activity 1, 11-14</p> <p><b>Oceans</b> Reader <b>Erosion</b> Reader <b>Earth Processes</b> Activity 5, 6, 8-10</p> <p><b>Erosion</b> Activity 1, 8; Reader <b>Earth Processes</b> Activity 3</p> <p><b>Rocks and Minerals</b> Activity 1-12; Reader <b>Earth Processes</b> Activity 4-6</p> <p><b>Rocks and Minerals</b> Activity 2, 9, 10; Reader <b>Earth Processes</b> Activity 6</p> <p><b>Oceans</b> Activity 4; Reader</p> <p><b>Erosion</b> Activity 6, 9-12; Reader <b>Earth Processes</b> Activity 5, 7</p> <p><b>Oceans</b> Reader <b>Erosion</b> Activity 10 and 11; Reader</p> <p><b>Oceans</b> Activity 4; Reader <b>Erosion</b> Reader</p>

**ESS-M-A10** explaining (illustrating) how water circulates -- on and through the crust, in the oceans, and in the atmosphere -- in the water cycle; (1, 4)

**ESS-M-A11** understanding that the atmosphere interacts with the hydrosphere to affect weather and climate conditions; (1, 4)

**ESS-M-A12** predicting weather patterns through use of a weather map. (1, 2, 3, 4, 5)

## **B. EARTH HISTORY**

**ESS-M-B1** investigating how fossils show the development of life over time; (2, 3, 4)

**ESS-M-B2** devising a model that demonstrates supporting evidence that the Earth has existed for a vast period of time; (1, 2, 3, 4)

**ESS-M-B3** understanding that earth processes such as erosion and weathering affect the Earth today and are similar to those which occurred in the past. (1, 2, 3, 4)

## **C. EARTH IN THE SOLAR SYSTEM**

**ESS-M-C1** identifying the characteristics of the sun and other stars; (1, 2, 3, 4)

**ESS-M-C2** comparing and contrasting the celestial bodies in our solar system; (2, 4)

**ESS-M-C3** investigating the force of gravity and the ways gravity governs motion in the solar system and objects on Earth; (2, 3, 4)

**ESS-M-C4** modeling the motions of the Earth-moon-sun system to explain day and night, a year, eclipses, moon phases, and tides; (1, 2, 3, 4)

**ESS-M-C5** modeling the position of the Earth in relationship to other objects in the solar system; (1, 2, 3, 4)

**If Shipwrecks Could Talk** Activity 2  
**Earth Processes** Activity 13

**Erosion** Reader  
**Weather Forecasting** Reader  
**Oceans** Activity 5; Reader

**Weather Forecasting** Activity 7-10, 12; Reader  
**Oceans** Activity 5, 7; Reader

**Weather Forecasting** Activity 6-8; Reader

**Rocks and Minerals** Activity 12, Science ar  
**Earth Processes** Activity 4, Science Challe

**Rocks and Minerals** Activity 9, Science Ch:  
**Earth Processes** Activity 4, 6, 7

**Erosion** Activity 1-2, 10-12; Reader  
**Earth Processes** Activity 3-7, 13, 14

**Astronomy** Activity 1, 4, 5, 8, 10, 11  
**Earth, Moon and Sun** Activity 1, 7

**Astronomy** Activity 1, 3-6  
**Earth, Moon and Sun** Activity 1-5

**Famous Scientists** Activity 12  
**Earth, Moon and Sun** Activity 5, 12

**Oceans** Reader  
**Astronomy** Activity 1, 2, 4, 5  
**Earth, Moon and Sun** Activity 1, 2, 8-12

**Astronomy** Activity 5  
**Earth, Moon and Sun** Activity 5, 8, 9

**ESS-M-C6** modeling and describing how radiant energy from the sun affects phenomena on the Earth’s surface, such as winds, ocean currents, and the water cycle; (1, 2, 3, 4)

**Oceans** Activity 5, 7, 8; Reader  
**Solar Energy** Activity 2, 6

**ESS-M-C7** modeling and explaining how seasons result from variations in amount of the sun’s energy hitting the surface due to the tilt of Earth’s rotation on its axis and the length of the day; (1, 2, 3, 4)

**Solar Energy** Activity 6, Science Extension  
**Astronomy** Activity 5  
**Earth, Moon and Sun** Activity 6

**ESS-M-C8** understanding that space exploration is an active area of scientific and technological research and development. (1, 5)

**Flight and Rocketry** Activity 12, Science ar  
**Famous Scientists** Activity 11 and 12  
**Astronomy** Activity 6, Science, Technology  
 Activity 9, Science, Technology, and Society  
**Earth, Moon and Sun** Activity 2, Science C

## Standards

### SCIENCE AND THE ENVIRONMENT

*In learning environmental science, students will develop an appreciation of the natural environment, learn the importance of environmental quality, and acquire a stewardship. As consumers and citizens, they will be able to recognize how our personal, professional, and political actions affect the natural world.*

## Strands

## Benchmarks

**SE-M-A1** demonstrating knowledge that an ecosystem includes living and nonliving factors and that humans are an integral part of ecosystems; (1, 3, 4, 5)

**SE-M-A2** demonstrating an understanding of how carrying capacity and limiting factors affect plant and animal populations; (1, 2, 3, 4, 5)

**SE-M-A3** defining the concept of pollutant and describing the effects of various pollutants on ecosystems; (1, 2, 3, 4, 5)

**SE-M-A4** understanding that human actions can create risks and consequences in the environment; (1, 2, 3, 4, 5)

## Core Curriculum

**Pollution** Activity 1, 2, 6, 9, 12; Reader  
**Pond Life** Activity 1, 3-5  
**Pond Life** Activity 12

**Fungi-Small Wonders** Activity 7  
**Famous Scientists** Activity 10

**Pollution** Activity 6, 8-10, 12; Reader

**Pollution** Activity 1-12; Reader

**Pond Life** Activity 12; Activity 11, Science, 1  
 Society; Activity 12, Science, Technology, a  
**Erosion** Activity 11, Science and Social Stu  
**Famous Scientists** Activity 10

**SE-M-A5** tracing the flow of energy through an ecosystem and demonstrating a knowledge of the roles of producers, consumers, and decomposers in the ecosystem; (1, 2, 3, 4, 5)

**SE-E-A6** distinguishing between renewable and nonrenewable resources and understanding that nonrenewable natural resources are not replenished through the natural cycles and thus are strictly limited in quantity; (1, 2, 3, 4, 5)

**SE-M-A7** demonstrating knowledge of the natural cycles, such as the carbon cycle, nitrogen cycle, water cycle, and oxygen cycle; (1, 2, 4)

**SE-M-A8** investigating and analyzing how technology affects the physical, chemical, and biological factors in an ecosystem; (1, 2, 3, 4, 5)

**SE-M-A9** demonstrating relationships of characteristics of soil types to agricultural practices and productivity; (1, 2, 3, 4, 5)

**SE-M-A10** identifying types of soil erosion and preventive measures. (1, 2, 3, 4, 5)

**Pond Life** Activity 11; Activity 11, Science C  
**Solar Energy** Activity 1

**Fungi-Small Wonders** Activity 6, Science a  
**Plants in Our World** Activity 8

**Solar Energy** Activity 2, 10  
**Pollution** Reader  
**Rocks and Minerals** Activity 11; Activity 10  
Social Studies

**Earth Processes** Activity 4, Science; Techn

**Oceans** Activity 5  
**Weather Forecasting** Reader  
**Rocks and Minerals** Reader  
**Earth Processes** Activity 6  
**Plants in Our World** Activity 5, 6, 10

**Pollution** Activity 2, Science Extension; Acti  
Technology, and Society ;Activity 4, Science  
;Activity 10, Science and Social Studies; Re  
**Erosion** Activity 6; Activity 6, Science Exten  
**Pond Life** Activity 7, Science, Technology, &  
Activity 11, Science, Technology, and Socie

**Erosion** Activity 3, 8; Reader  
**Erosion** Activity 2, 5, 6, 10-12; Reader  
**Earth Processes** Activity 4, Science and Sc

# Delta Science Module Program Grades K-8

Correlation With

## Louisiana

### Science Framework



Louisiana Science Framework  
Correlation  
With  
Delta Science Module Program (DSM)

**The following is a correlation of the Louisiana Science Framework to the Delta Science Module Program. This correlation shows representative examples of investigations and activities from the DSM program that address the standards and benchmarks. A citation does not include all of the investigations or activities from DSM that might address a particular benchmark.**

## K-4 Earth and Space Science Benchmarks

<i>K-4 Earth and Space Science Benchmarks</i>  <i>In Grades K-4, what students know and are able to do includes:</i>	<i>DSM Activity</i>	<i>Page Number(s)</i>
<b>A. Properties of Earth Materials</b>		
<b>ESS-E-A1</b> - Understanding that earth materials are rocks, minerals, and soils;	<b>Soil Science</b> Activity 1-7 Reader <b>Classroom Plants</b> Reader <b>Earth Movements</b> Activity 2 and 3, 8-10 Reader	Pages 15-67 Pages 2-12  Page 4  Pages 21-37, 71-96 Pages 2-3, 12-13, 15
<b>ESS-E-A2</b> - Understanding that approximately three-fourths of the Earth's surface is covered with water and how this condition affects weather patterns and climates;	<b>Weather Watching</b> Activity 1, 7 Reader <b>Water Cycles</b> Activity 1 Reader 2-12 <b>Weather Instruments</b> Activity 8 and 9, 11 and 12	Pages 13-19, 61-68 Pages 3-5  Pages 13-21 Pages 2-12  Pages 67-80, 89-101
<b>ESS-E-A3</b> - Investigating, observing, and describing how water changes from one form to another and interacts with the atmosphere;	<b>Investigating Water</b> Activity 9-11 Reader <b>Weather Watching</b> Activity 6 and 7 Reader <b>State of Matter</b> Activity 8-10 Reader <b>Water Cycles</b> Activity 4-13 Reader <b>Weather Instruments</b> Activity 7-11 Reader	Pages 71-94 Pages 4-11  Pages 51-68 Pages 3-5  Pages 65-88 Pages 8-10  Pages 39-114 Pages 8-12  Pages 59-96 Page 6
<b>ESS-E-A4</b> - Investigating, observing, measuring, and describing changes in daily weather patterns and phenomena;	<b>Weather Watching</b> Activity 1-12 Reader <b>Weather Instruments</b> Activity 1-12 Reader	Pages 13-16 Pages 2-7  Pages 13-101 Pages 2-9
<b>ESS-E-A5</b> - Observing and communicating that rocks are composed of various substances;	<b>Earth Movements</b> Activity 3 Reader <b>Dinosaurs and Fossils</b> Activity 2	Pages 29-37 Page 15  Pages 21-28



<b>ESS-E-A6</b> - Observing and describing variations in soil;	<b>Soil Science</b> Activity 1-4, 7 Reader <b>Food Chains and Webs</b> Activity 1 and 2	Pages 15-44, 59-61 Pages 7-8  Pages 15-29
<b>ESS-E-A7</b> - Investigating fossils and describing how they provide evidence about plants and animals that lived long ago and the environment in which they lived.	<b>Earths Movements</b> Activity 3 Reader <b>Dinosaurs and Fossils</b> Activity 2 and 3 Reader	Pages 29-37 Page 6  Page 21-34 Pages 4-15
<b>B. OBJECTS IN THE SKY</b>		
<b>ESS-E-B1</b> - Observing and describing the characteristics of objects in the sky;	<b>Finding the Moon</b> Activity 1-5, 9 and 10 Reader <b>Weather Watching</b> Activity 6, 11 <b>Sunshine and Shadows</b> Activity 1-7 Reader <b>Solar System</b> Activity 1 and 2, 6-8,10-12 Reader	Pages 13-54, 77-91 Pages 2-10  Pages 51-59. 101-108  Pages 13-63 Page 2  Pages 13-26, 51-58, 65-72, 83-110 Pages 2-13
<b>ESS-E-B2</b> - Demonstrating how the relationship of the Earth, moon, and sun causes eclipses and moon phases;	<b>Finding the Moon</b> Activity 4, 9 and 10	Pages 39-46, 77-91
<b>ESS-E-B3</b> - Observing and recording the changing appearances and positions of the moon in the sky at night and determining the monthly pattern of lunar change;	<b>Finding the Moon</b> Activity 3-5, 9 and 10 Reader <b>Solar System</b> Reader	Pages 29-54, 77-91 Pages 6-10  Page 7
<b>ESS-E-B4</b> - Modeling changes that occur because of the rotation of the Earth (alternation of night and day) and the revolution of the Earth around the sun;	<b>Solar System</b> Activity 2, 9 Reader	Pages 21-26, 77-91 Pages 6-10

<b>ESS-E-B5</b> - Understanding that the sun, star, is a source of heat and light energy and identifying its effects upon the Earth:	<b>From Seed to Plant</b> Activity 11 <b>Finding the Moon</b> Activity 1 <b>Sunshine and Shadows</b> Activity 3-7, 10 Reader <b>Weather Watching</b> Activity 1 and 2 Reader <b>Classroom Plants</b> Activity 5 <b>Solar System</b> Activity 1 and 2, 9 Reader <b>Weather Instruments</b> Activity 1, 6 <b>Water Cycle</b> Activity 10	Pages 85-90  Pages 13-19  Pages 27-63, 77-82 Page 2  Pages 13-28 Page 4-5  Pages 47-53  Pages 13-26, 73-81 Pages 2-3  Pages 13-21, 51-57  Pages 85-89
<b>ESS-E-B6</b> - Understanding that knowledge of the Earth as well as of the universe is gained through space exploration.	<b>Finding the Moon</b> Activity 12, Activity 12 Science and Careers Reader <b>Solar System</b> Activity 1, Science, Technology and Society, Activity 2, Science, Technology and Society, Activity 11, Science, Technology and Society Reader	Pages 94-104 Page 104 Page 14   Page 20  Page 26  Page 100 Page 8

## K-4 Science and the Environment Benchmarks

<i>K-4 Science and the Environment Benchmarks</i>	<i>DSM Activity</i>	<i>Page Number(s)</i>
<b>STRAND: SCIENCE AND THE ENVIRONMENT</b>		
<b>SE-E-A1</b> - Understanding that an “ecosystem” is made of living and nonliving components.	<b>Observing Animals</b> Activity 2 <b>Soil Science</b> Activity 1 Reader <b>Plant and animal Life Cycles</b> Activity 1 Reader <b>Food Chains and Webs</b> Activity 1-9 Reader	Pages 23-30  Pages 15-21 Pages 8-9  Pages 15-20 Pages 6-14  Pages 15-79 Pages 2-3

<b>SE-E-A2</b> - Understanding the components of a food chain.	<b>Observing an Aquarium</b> Activity 7 <b>Plant and Animal Populations</b> Activity 10-12 Reader <b>Soil Science</b> Activity 8 <b>Food Chains and Webs</b> Activity 8-12 Reader <b>Insect Life</b> Activity 10	Pages 69-78  Pages 95-117 Pages 12-13  Pages 69-79  Pages 67-101 Pages 6-9  Pages 67-71
<b>SE-E-A3</b> - Identifying ways in which humans have altered their environment, both in positive and negative ways, either for themselves or for other living things.	<b>Soil Science</b> Activity 10-12 Activity 11, Science, Technology and Society Reader <b>Food Chain and Webs</b> Activity 10, Science, Technology, and Society Activity 12, Science, Technology and Society <b>Water Cycle</b> Reader	Pages 91-114  Page 105 Pages 10-12  Page 87  Pages 101  Pages 14-15
<b>SE-E-A4</b> - Understanding that the original sources of all material goods are natural resources and that the conserving and recycling of natural resources is a form of stewardship.	<b>Investigating Water</b> Activity 12, Activity 12, Science, Technology and Society <b>Soil Science</b> Activity 7, Science and the Arts Activity 11, Science, Technology and Society <b>Classroom Plants</b> Activity 1 <b>Earth Movements</b> Activity 3, Science at Home <b>Water Cycle</b> Activity 11, Science and Math Activity 11, Science, Technology and Society	Pages 95-100  Page 100  Page 67  Pages 105  Pages 15-21  Page 37  Page 98  Pages 98
<b>SE-E-A5</b> – Understanding that most plant and animal species are threatened or endangered today due to habitat loss or change.	<b>Plants and Animal Populations</b> Reader <b>Food Chain and Webs</b> Reader <b>Dinosaur and Fossils</b> Activity 1, Science Challenge	Page 15  Page 10  Page 19

## K-4 Inquiry Benchmarks

<i>K-4 Inquiry Benchmarks In Grades K-4, what students know and are able to do includes:</i>	<i>DSM Activity</i>	<i>Page Number(s)</i>
<b>A. THE ABILITIES NECESSARY TO DO SCIENTIFIC INQUIRY</b>		
<b>SI-E-A1</b> - Asking appropriate questions about organisms and events in the environment.	<b>Observing an Aquarium</b> Activity 11 <b>Investigating Water</b> Activity 7 and 8 <b>Classroom Plants</b> Activity 5 <b>Soil Science</b> Activity 10 <b>State of Matter</b> Activity 4 <b>Sink or Float</b> Activity 1-3 <b>Looking at Liquids</b> Activity 6-8 <b>Electric Circuits</b> Activity 6 and 7 <b>Magnets</b> Activity 2-4	Pages 109-116  Pages 55-69  Pages 47-53  Pages 91-97  Pages 35-40  Pages 13-34  Pages 43-62  Pages 51-62  Pages 19-34
<b>SI-E-A2</b> - Planning and/or designing and conducting a scientific investigation.	<b>Investigating Water</b> Activity 12 <b>Classroom Plants</b> Activity 5 <b>Plants and Animal Population</b> Activity 1 and 9 <b>State of Matter</b> Activity 4 and 5 <b>Using Your Senses</b> Activity 9 <b>Sink or Float</b> Activity 2 and 3 <b>Animal Behavior</b> Activity 3-7 <b>Food Chain and Webs</b> Activity 3 <b>Insect Life</b> Activity 8 <b>Powders and Crystals</b> Activity 5-9 <b>Water Cycles</b> Activity 12 <b>Weather Instruments</b> Activity 7	Pages 95-101  Pages 47-53  Pages 15-23, 85-93  Pages 35-50  Pages 75-81  Pages 21-24  Pages 19-52  Pages 31-37  Pages 55-60  Pages 35-69  Pages 99-101  Pages 59-66
<b>SI-E-A3</b> - Communicating that observations are made with one's senses.	<b>Properties</b> Activity 3-9, 12 and 13 <b>Using Your Senses</b> Activity 1-12 <b>Powders and Crystals</b> Activity 2	Pages 25-73, 87-100  Pages 13-103  Pages 13-20

<b>SI-E-A4</b> - Employing equipment and tools to gather data and extend the sensory observations.	<b>From Seed to Plant</b> Activity 1-4 <b>Sunshine and Shadows</b> Activity 9-11 <b>Properties</b> Activity 6 and 7 <b>Soil Science</b> Activity 1-4 <b>Butterflies and Moths</b> Activity 1 and 2 <b>States of Matter</b> Activity 6 and 7 <b>Insects Life</b> Activity 2 and 5 <b>Small Things and Microscopes</b> Activity 1-11 <b>Weather Instruments</b> Activity 1-6 <b>Measuring</b> Activity 5-12	Pages 15-44  Pages 71-88  Pages 47-60  Pages 15-44  Pages 15-30  Pages 51-63, 89-96  Pages 15-22, 35-39  Pages 7-71  Pages 13-57  Pages 37-104
<b>SI-E-A5</b> - Using data, including numbers and graphs, to explain observations and experiments.	<b>From Seed to Plant</b> Activity 8 <b>Sunshine and Shadows</b> Activity 8 and 9 <b>Investigating Water</b> Activity 8 and 10 <b>Amazing Air</b> Activity 3-5 <b>Weather Watching</b> Activity 3 <b>States of Matter</b> Activity 7 and 11 <b>Using your Senses</b> Activity 2 <b>Plants and Animal Populations</b> Activity 8 and 9 <b>Measuring</b> Activity 12 <b>Weather Instruments</b> Activity 3, 6, and 7 <b>Plants and Animal Life Cycle</b> Activity 7 and 12	Pages 67-72  Pages 65-76  Pages 63-69, 81-88  Pages 25-49  Pages 29-36  Pages 57-63, 89-96  Pages 23-30  Pages 77-93  Pages 87-95  Pages 31-36, 51-57, 59-66  Pages 65-73, 105-113

<b>SI-E-A6</b> - Communicating observations and experiments in oral and written formats.	<b>Observing an Aquarium</b> Activity 8 and 9 <b>Finding the Moon</b> Activity 8 <b>Amazing Air</b> Activity 4-7 <b>Classroom Plants</b> Activity 5 and 6 <b>Force and Motion</b> Activity 3 and 4 <b>Animal Behavior</b> Activity 4-7 <b>Magnets</b> Activity 3 <b>Weather Instruments</b> Activity 6 and 7	Pages 79-95  Pages 71-76  Pages 35-68  Pages 47-64  Pages 31-47  Pages 25-52  Pages 25-28  Pages 51-66
<b>SI-E-A7</b> – Utilizing safety procedures during experiments.	<b>Sunshine and Shadows</b> <b>Force and Motion</b> <b>Electric Circuits</b>	Page 11,15, 23 Pages 15,17, 43 Pages 12, 15
<b>B. UNDERSTANDING SCIENTIFIC INQUIRY</b>		
<b>SI-E-B1</b> - Categorizing questions into what is known, what is not known, and what questions need to be explained.	The Teacher Manual of Delta Science Modules is designed to develop inquiry in students. As the lessons develop, students learn the difference between investigable and non-investigable questions. They proceed from investigation to experimental design.	
<b>SI-E-B2</b> - Using appropriate experiments depending on the questions to be explored	<b>From Seed to Plants</b> Activity 8 <b>Investigating Water</b> Activity 4 and 5 <b>Amazing Air</b> Activity 3 and 12 <b>Classroom Plants</b> Activity 5 <b>Plant and Animal Populations</b> Activity 1 and 9 <b>States of Matter</b> Activity 4 and 5 <b>Using Your Senses</b> Activity 9 <b>Animal Behavior</b> Activity 3-12 <b>Food Chains and Webs</b> Activity 3 <b>Insect Life</b> Activity 8 <b>Powders and Crystals</b> Activity 5-10 <b>Water Cycle</b> Activity 12 <b>Weather Instruments</b> Activity 7	Pages 67-72  Pages 35-46  Pages 25-33, 101-108  Pages 47-53  Pages 15-23, 85-93  Pages 35-50  Pages 75-80  Pages 19-81  Pages 31-37  Pages 55-60  Pages 35-78  Pages 99-106  Pages 59-66

<b>SI-E-B3</b> - Choosing appropriate equipment and tools to conduct an experiment.	<b>From seed to Plants</b> Activity 8 <b>Investigating Water</b> Activity 4 and 12 <b>Sunshine and Shadows</b> Activity 10 <b>Amazing Air</b> Activity 4-7 <b>Butterflies and Moths</b> Activity 1 <b>Classroom Plants</b> Activity 10 <b>Length and Capacity</b> Activity 4-6,12 <b>Electric Circuits</b> Activity 3-7 <b>Sound</b> Activity 7-10 <b>Animal Behavior</b> Activity 5-7 <b>Looking at Liquids</b> Activity 8 and 9	Pages 67-72  Pages 35-40, 95-100  Pages 77-87  Pages 35-68  Pages 15-21  Pages 87-95  Pages 27-48, 89-94  Pages 27-62  Pages 59-89  Pages 31-52  Pages 57-69
<b>SI-E-B4</b> - Developing explanations by using observations and experiments.	<b>From Seed to Plant</b> Activity 8 <b>Sunshine and Shadows</b> Activity 8-11 <b>Investigating Water</b> Activity 10 and 11 <b>Using Your Senses</b> Activity 10 <b>Soil Science</b> Activity 10 and 11 <b>Force in Motion</b> Activity 4 and 5 <b>Sound</b> Activity 7-11 <b>Food Chain and Webs</b> Activity 3 <b>Magnets</b> Activity 3 and 4	Pages 67-72  Pages 65-88  Pages 81-94  Pages 81-88  Pages 91-105  Pages 41-55  Pages 51-98  Pages 31-37  Pages 25-34
<b>SI-E-B5</b> - Presenting the results of experiments.	Students present the results of their experiments in two ways: on individual <i>Activity Sheets</i> that accompany lessons and through class discussion. See SI-E-B6 for examples.	

<b>SI-E-B6</b> - Reviewing and asking questions about the results of investigations.	<b>Investigating Water</b> Activity 12	Pages 95-100
	<b>Properties</b> Activity 13	Pages 95-100
	<b>Amazing Air</b> Activity 12	Pages 101-108
	<b>Sink or Float</b> Activity 12	Pages 97-107
	<b>Soil Science</b> Activity 12	Pages 107-114
	<b>Animal Behavior</b> Activity 11 and 12	Pages 71-81
	<b>Insect Life</b> Activity 8	Pages 55-60
	<b>Electric Circuits</b> Activity 6 and 7	Pages 51-62

## K-4 Life Science Benchmarks

<i>K-4 Life Science Benchmarks In Grades K-4, what students know and are able to do includes:</i>	<i>DSM Activity</i>	<i>Page Number(s)</i>
<b>A. CHARACTERISTICS OF ORGANISMS</b>		
<b>LS-E-A1</b> - Identifying the needs of plants and animals, based on age-appropriate recorded observations;	<b>Observing an Aquarium</b> Activity 2	Pages 23-30
	Reader	Pages 8-9, 12
	<b>Finding the Moon</b> Activity 6	Pages 55-61
	<b>From Seed to Plant</b> Activity 14	Pages 105-109
	Reader	Pages 7-9
	<b>Classroom Plants</b> Activity 4 and 5	Pages 39-53
	Reader	Pages 7-9
<b>LS-E-A2</b> - Distinguishing between living and non-living things;	<b>Plant and Animal Populations</b> Reader	Pages 4-7
	<b>Food Chains and Webs</b> Activity 3, 7 and 8	Pages 31-37, 59-72
	<b>Observing an Aquarium</b> Activity 2	Pages 23-30
	<b>From Seed to Plant</b> Activity 1 and 2	Pages 15-31
	<b>Plant and Animal Life Cycles</b> Activity 1	Pages 15-21
	<b>Soil Science</b> Activity 4 and 8	Pages 37-44, 69-79
	<b>Small Things and Microscopes</b> Activity 6	Pages 37-42
	<b>Food Chains and Webs</b> Activity 1	Pages 15-22



<b>LS-E-A3</b> - Locating and comparing major plant and animal structures and their functions;	<b>Observing an Aquarium</b> Activity 3-5 Reader <b>From Seed to Plant</b> Activity 3-5, 9, 10 Reader <b>Classroom Plants</b> Activity 1-3, 6-9 Reader <b>Plant and Animal Populations</b> Activity 2, 4-7 <b>Butterflies and Moths</b> Activity 2, 10, 12 Reader <b>Dinosaurs and Fossils</b> Activity 8 <b>Food Chains and Webs</b> Activity 4-6 <b>Insect Life</b> Activity 1, 5, 9, 11 <b>Plant and Animal Life Cycles</b> Activity 3, 4, 8, 11 Reader	Pages 31-55 Pages 6-8  Pages 33-52, 73-84, 91-96 Pages 6-9  Pages 15-37, 55-86 Pages 6-10  Pages 25-33, 43-76  Pages 23-30, 89-95, 105-110 Pages 4-5  Pages 61-66  Pages 39-58  Pages 7-13, 35-39, 61-66, 79-83  Pages 33-48, 75-82, 97-103 Pages 4-5
<b>LS-E-A4</b> - Recognizing that there is a great diversity among organisms;	<b>Observing an Aquarium</b> Activity 3-6 Reader <b>Butterflies and Moths</b> Activity 1, 2, 9, 12 Reader <b>Classroom Plants</b> Activity 2, 10-12 Reader <b>Plant and Animal Populations</b> Activity 2-7, 10, 11 Reader <b>Insect Life</b> Activity 2, 4, 5 <b>Plant and Animal Life Cycles</b> Reader <b>Small Things and Microscopes</b> Activity 9-12	Pages 31-67 Pages 4-5  Pages 15-30, 79-87, 105-110 Pages 4-7  Pages 23-28, 87-112 Pages 9-12  Pages 25-76, 95-110 Pages 6-7  Pages 15-22, 29-39  Pages 7-12  Pages 55-77
<b>LS-E-A5</b> - Locating major human body organs and describing their functions;	This topic is covered in the grade 5 module <u>You and Your Body.</u>	
<b>LS-E-A6</b> - Recognizing the food groups necessary to maintain a healthy body;	This topic is covered in the grade 5 module <u>You and Your Body.</u>	

<b>B. LIFE CYCLES OF ORGANISMS</b>		
<b>LS-E-B1</b> - Observing and describing the life cycles of some plants and animals;	<b>From Seed to Plant</b> Activity 3, 13 Reader <b>Observing an Aquarium</b> Activity 10 Reader <b>Butterflies and Moths</b> Activity 1, 6, 9, 11 Reader <b>Classroom Plants</b> Activity 9 and 10 <b>Plant and Animal Populations</b> Activity 5 <b>Plant and Animal Life Cycles</b> Activity 2-12 Reader <b>Insect Life</b> Activity 2, 7 <b>Animal Behavior</b> Activity 1, 12	Pages 33-39, 97-103 Pages 10-11  Pages 97-107 Pages 10-11  Pages 15-21, 53-59, 79-87, 97-104 Pages 8-13  Pages 81-95  Pages 51-57  Pages 23-113 Pages 2-13  Pages 15-22, 47-54  Pages 7-12, 77-81
<b>LS-E-B2</b> - Observing, comparing, and grouping plants and animals according to likeness and/or differences;	<b>Observing an Aquarium</b> Activity 3 <b>Butterflies and Moths</b> Activity 2, 9, 12 <b>Classroom Plants</b> Activity 2, 11 <b>Plant and Animal Populations</b> Activity 2 <b>Plant and Animal Life Cycles</b> Reader <b>Dinosaurs and Fossils</b> Activity 9 and 10 <b>Insect Life</b> Activity 5 and 6, 12	Pages 31-38  Pages 23-30, 79-87, 105-110  Pages 23-28, 97-104  Pages 25-33  Pages 7-13  Pages 67-82  Pages 35-46, 79-83
<b>LS-E-B3</b> -Observing and recording how the offspring of plants and animals are similar to their parents;	<b>From Seed to Plant</b> Reader <b>Observing an Aquarium</b> Activity 10 Reader <b>Butterflies and Moths</b> Activity 1, 9, 11 Reader <b>Animal Behavior</b> Activity 1, 12 <b>Plant and Animal Life Cycles</b> Activity 4-5, 9, 10 Reader <b>Insect Life</b> Activity 7	Pages 10-11  Pages 97-107 Pages 10-11  Pages 15-21, 79-87, 91-104 Pages 8-13  Pages 7-12, 77-81  Pages 43-56, 83-96 Pages 7-12  Pages 47-54

<b>LS-E-B4</b> - Observing, recording, and graphing student growth over time using a variety of quantitative measures (height, weight, linear measures of feet and hands, etc.);		
<b>C. ORGANISMS AND THE ENVIRONMENTS</b>		
<b>LS-E-C1</b> - Examining the habitats of plants and animals and determining how basic needs are met within each habitat;	<b>Observing an Aquarium</b> Activity 2-10 <b>Butterflies and Moths</b> Activity 4 and 5, 8 <b>Soil Science</b> Activity 9 <b>Small Things and Microscopes</b> Activity 10 and 11	Pages 23-67 Pages 39-52, 71-77 Pages 81-89 Pages 61-71
<b>LS-E-C2</b> - Describing how features of some plants and animals enable them to live in specific habitats;	<b>Observing an Aquarium</b> Activity 3-5 Reader <b>From Seed to Plant</b> Reader <b>Plant and Animal Populations</b> Reader <b>Butterflies and Moths</b> Activity 3, 8 <b>Dinosaurs and Fossils</b> Activity 8 Reader <b>Food Chains and Webs</b> Activity 7 <b>Insect Life</b> Activity 11 and 12	Pages 31-55 Pages 6-9 Pages 14-15 Pages 5-7 Pages 31-38, 71-77 Pages 61-66 Pages 6-11 Pages 59-66 Pages 73-83
<b>LS-E-C3</b> - Observing animals and plants and describing interaction or interdependence.	<b>Observing an Aquarium</b> Activity 7 <b>Plant and Animal Populations</b> Activity 10-12 Reader <b>Food Chains and Webs</b> Activity 7-12 Reader	Pages 69-78 Pages 95-117 Pages 10-13 Pages 59-101 Pages 4-9

## K-4 Physical Science Benchmarks

<i>K-4 Physical Science Benchmarks In Grades K-4, what students know and are able to do includes:</i>	<i>DSM Activity</i>	<i>Page Number(s)</i>
<b>A. PROPERTIES OF OBJECTS AND MATERIALS</b>		
<b>PS-E-A1</b> - Observing, describing, and classifying objects by properties (size, weight, shape, color, texture, and temperature);	<b>From Seed to Plant</b> Activity 1 <b>Investigating Water</b> Activity 1-7 <b>Properties</b> Activity 1-13 Reader <b>States of Matter</b> Activity 1-3, 7, 11 <b>Soil Science</b> Activity 1, 3, 7 <b>Looking at Liquids</b> Activity 1, 2, 6 <b>Powders and Crystals</b> Activity 1-4 <b>Magnets</b> Activity 2 and 3	Pages 15-20  Pages 13-61  Pages 13-110 Pages 4-11  Pages 13-34, 57-63, 89-96  Pages 15-20, 29-37, 59-67  Pages 7-21, 43-48  Pages 7-33  Pages 19-28
<b>PS-E-A2</b> - Measuring properties of objects using appropriate materials, tools, and technology;	<b>Amazing Air</b> Activity 4-6, 10 <b>Length and Capacity</b> Activity 1-12 <b>States of Matter</b> Activity 1 and 2, 7, 11 <b>Weather Watching</b> Activity 2 and 3 <b>Measuring</b> Activity 1-13 <b>Magnets</b> Activity 4	Pages 35-57, 87-94  Pages 7-94  Pages 13-25, 57-63, 89-96  Pages 21-36  Pages 7-104  Pages 29-34
<b>PS-E-A3</b> - Observing and describing the objects by the properties of the materials from which they are made (paper, wood, metal);	<b>Properties</b> Activity 12 <b>Sink or Float</b> Activity 11 <b>Soil Science</b> Activity 7 <b>Magnets</b> Activity 2 and 3 <b>Electrical Circuits</b> Activity 6 and 7	Pages 87-93  Pages 89-96  Pages 59-67  Pages 19-28  Pages 51-62

<b>PS-E-A4</b> - Describing the properties of the different states of matter and identifying the conditions that cause matter to change states;	<b>Properties</b> Reader <b>Investigating Water</b> Activity 9-11 Reader <b>States of Matter</b> Activity 1-12 Reader <b>Amazing Air</b> Activity 1-3 <b>Weather Watching</b> Activity 6 and 7 <b>Looking at Liquids</b> Activity 11 <b>Weather Instruments</b> Activity 7 and 9 <b>Water Cycle</b> Activity 4-6, 8-13 Reader	Pages 5-13, 15  Pages 71-94 Pages 4-11  Pages 13-101 Pages 4-10  Pages 7-33  Pages 51-68  Pages 77-81  Pages 59-66, 75-80  Pages 39-60, 69-114 Pages 8-11
<b>PS-E-A5</b> - Creating mixtures and separating them based on differences in properties (salt, sand).	<b>Investigating Water</b> Activity 12 <b>Soil Science</b> Activity 2, 4 <b>Powders and Crystals</b> Activity 10, 12	Pages 95-100  Pages 21-27, 37-44  Pages 71-78, 87-93
<b>B. POSITION AND MOTION OF OBJECTS</b>		
<b>PS-E-B1</b> - Observing and describing the position of an object relative to another object or the background;	<b>Finding the Moon</b> Activity 3, 5 <b>Sunshine and Shadows</b> Activity 1-7 Reader <b>Investigating Water</b> Activity 8 <b>Force and Motion</b> Activity 2 and 3, 7 <b>Solar System</b> Activity 2	Pages 29-37, 47-54  Pages 13-63 Pages 8-9  Pages 63-69  Pages 23-39, 65-72  Pages 21-26
<b>PS-E-B2</b> - Exploring and recognizing that the position and motion of objects can be changed by pushing or pulling (force) over time;	<b>Amazing Air</b> Activity 12 <b>Force and Motion</b> Activity 1-12 Reader <b>Sound</b> Activity 2, 8, 9	Pages 101-108  Pages 13-117 Pages 1-12  Pages 21-28, 67-81
<b>PS-E-B3</b> - Describing an object's motion by tracing and measuring its position over time;	<b>Finding the Moon</b> Activity 3, 5 <b>Sunshine and Shadows</b> Activity 4, 6, 7 <b>Investigating Water</b> Activity 8 <b>Force and Motion</b> Activity 2, 9 <b>Weather Watching</b> Activity 4	Pages 29-37, 47-54  Pages 33-41, 49-63  Pages 63-69  Pages 23-29, 83-90  Pages 27-44

<b>PS-E-B4</b> - Investigating and describing how the motion of an object is related to the strength of the force (pushing or pulling) and the mass of the object.	<b>Force and Motion</b> Activity 1-3, 5, 6, 9 <b>Amazing Air</b> Activity 10 <b>Weather Watching</b> Activity 5 <b>Weather Instruments</b> Activity 5	Pages 13-39, 49-64, 83-90  Pages 87-94  Pages 45-50  Pages 43-50
<b>C. FORMS OF ENERGY</b>		
<b>PS-E-C1</b> - Experimenting and communicating how vibrations of objects produce sound and how changing the rate of vibrations varies the pitch;	<b>Using Your Senses</b> Activity 5-7 <b>Sound</b> Activity 1-12 Reader	Pages 45-66  Pages 13-105 Pages 2-7
<b>PS-E-C2</b> - Investigating and describing how light travels and what happens when light strikes an object (reflection, refraction, absorption);	<b>Sunshine and Shadows</b> Activity 1, 3, 5 Reader <b>Finding the Moon</b> Activity 5, 10 <b>Weather Watching</b> Activity 11 This topic is covered in detail in the grade 5 modules <u>Lenses and Mirrors</u> and <u>Color and Light</u> .	Pages 13-18, 27-37, 43-48 Pages 4-7  Pages 47-54, 85-91  Pages 101-108
<b>PS-E-C3</b> - Investigating and describing different ways heat can be produced and moved from one object to another by conduction;	<b>States of Matter</b> Activity 5-7 <b>Weather Watching</b> Activity 2 and 3 <b>Using Your Senses</b> Activity 9 <b>Water Cycle</b> Activity 9, 11 <b>Measuring</b> Activity 11 and 12 <b>Powders and Crystals</b> Activity 9	Pages 41-63  Pages 21-36  Pages 75-80  Pages 77-83, 91-98  Pages 79-95  Pages 63-69
<b>PS-E-C4</b> - Investigating and describing how electricity travels in a circuit;	<b>Electrical Circuits</b> Activity 1-12 Reader <b>Magnets</b> Activity 10 and 11 Reader	Pages 13-94 Pages 4-7  Pages 65-76 Page 10
<b>PS-E-C5</b> - Investigating and communicating that magnetism and gravity can exert forces on objects without touching the objects;	<b>Amazing Air</b> Activity 9 <b>Magnets</b> Activity 1-12 Reader <b>Electrical Circuits</b> Reader	Pages 77-86  Pages 13-81 Pages 2-11  Pages 8-11

<b>PS-E-C6</b> - Exploring and describing simple energy transformations;	<b>Force and Motion</b> Activity 5-7, 12 <b>Electrical Circuits</b> Activity 1-4, 10 Reader <b>Sound</b> Activity 2, 7-10 Reader <b>Powders and Crystals</b> Activity 9 <b>Magnets</b> Activity 11 Reader <b>Water Cycle</b> Activity 9, 11	Pages 49-72, 111-117  Pages 13-43, 77-82 Pages 4-6, 10-11  Pages 21-28, 59-89 Pages 2-3, 12-15  Pages 63-69  Pages 71-76 Pages 10-11  Pages 77-83, 91-98
<b>PS-E-C7</b> - Exploring and describing the uses of energy at school, home, and play.	<b>Force and Motion</b> Activity 7, 8, 11, 12 Reader <b>Electrical Circuits</b> Activity 3, 4, 9, 11 Activity 1, Science, Technology, and Society Activity 10, Science Extension Reader <b>Magnets</b> Activity 11 and 12 Reader Activity 1, Science at Home <b>Sound</b> Activity 6, 12 Reader	Pages 65-82, 101-117 Pages 12-14  Pages 27-43, 71-88  Page 17 Page 82 Pages 10-11, 14-15  Pages 71-81 Pages 10-12 Page 16  Pages 51-57, 99-105 Pages 10-13

## Grades 5-12 Earth and Space Science Benchmarks

<p><i>Grades 5-8 Earth and Space Science Benchmarks</i></p> <p><i>As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:</i></p>	<p><i>DSM Activity</i></p>	<p><i>Page Number(s)</i></p>
<b>A. STRUCTURE OF THE EARTH</b>		
<b>ESS-M-A1</b> - Understanding that earth is layered by density with an inner and outer core, a mantle, and a thin outer crust;	<b>Rocks and Minerals</b> Reader <b>Erosion</b> Reader <b>Earth Processes</b> Activity 2 and 3	Page 12  Pages 2-4  Pages 15-29
<b>ESS-M-A2</b> - Understanding that the Earth's crust and solid upper mantle are dividing plates that move in response to convection currents (energy transfers) in the mantle;	<b>Oceans</b> Reader <b>Erosion</b> Reader <b>Earth Processes</b> Activity 1, 11-14	Pages 4-5  Pages 2-4  Pages 7-14, 83-112
<b>ESS-M-A3</b> – Investigating the characteristics of earthquakes and volcanos and identifying zones where they may occur;	<b>Oceans</b> Reader <b>Erosion</b> Reader <b>Earth Processes</b> Activity 5, 6, 8-10	Pages 22-25  Pages 100-102  Pages 39-53, 61-82
<b>ESS-M-A4</b> – Investigating how soils are formed from weathered rock and decomposed organic material;	<b>Erosion</b> Activity 1, 8 Reader <b>Earth Processes</b> Activity 3	Pages 13-19, 67-73 Pages 5-7  Pages 21-29
<b>ESS-M-A5</b> – Identifying the characteristics and uses of minerals and rocks and recognizing that rocks are mixtures of minerals;	<b>Rocks and Minerals</b> Activity 1-12 Reader <b>Earth Processes</b> Activity 4-6	Pages 13-98 Pages 2-12  Pages 31-53
<b>ESS-M-A6</b> –Explaining the processes involved in the rock cycle;	<b>Rocks and Minerals</b> Activity 2, 9, 10 Reader <b>Earth Processes</b> Activity 6	Pages 21-28, 69-84 Page 13  Pages 47-53
<b>ESS-M-A7</b> – Modeling how landforms result from the interaction of constructive and destructive forces;	<b>Oceans</b> Activity 4 Reader <b>Erosion</b> Activity 6, 9-12 Reader <b>Earth Processes</b> Activity 5, 7	Pages 43-54 Pages 4-6  Pages 51-57, 75-104 Pages 2-6, 8-13  Pages 39-46, 55-60



<b>ESS-M-A8</b> – Identifying man-made and natural causes of coastal erosion and the steps taken to combat it;	<b>Oceans</b> Reader <b>Erosion</b> Activity 10 and 11 Reader	Page 6  Pages 83-97 Page 10
<b>ESS-M-A9</b> – Compare and contrast topographic features of the ocean floor to those formed above sea level;	<b>Oceans</b> Activity 4 Reader <b>Erosion</b> Reader <b>If Shipwrecks Could Talk</b> Activity 2 <b>Earth Processes</b> Activity 13	Pages 43-54 Pages 4-5  Pages 3-4  Pages 19-26  Pages 95-103
<b>ESS-M-A10</b> – Explaining (illustrating) how water circulates – on and through the crust, in the oceans, and in the atmosphere – in the water cycle;	<b>Erosion</b> Reader <b>Weather Forecasting</b> Reader <b>Oceans</b> Activity 5 Reader	Pages 5-10  Page 4  Pages 55-63 Pages 8-10
<b>ESS-M-A11</b> – Understanding that the atmosphere interacts with the hydrosphere to affect weather and climate conditions;	<b>Weather Forecasting</b> Activity 7-10, 12 Reader <b>Oceans</b> Activity 5, 7 Reader	Pages 55-80, 87-93 Page 4  Pages 55-63, 75-88 Pages 8-10
<b>ESS-M-A12</b> – Predicting weather patterns through use of a weather map.	<b>Weather Forecasting</b> Activity 6-8 Reader	Pages 49-68 Pages 6-7
<b>B. EARTH HISTORY</b>		
<b>ESS-M-B1</b> – Investigating how fossils show the development of life over time;	<b>Rocks and Minerals</b> Activity 12, Science and Social Studies <b>Earth Processes</b> Activity 4, Science Challenge	Page 76  Pages 38
<b>ESS-M-B2</b> – Devising a model that demonstrates supporting evidence that the Earth has existed for a vast period of time;	<b>Rocks and Minerals</b> Activity 9, Science Challenge <b>Earth Processes</b> Activity 4, 6, 7	Page 98  Pages 31-38, 47-60
<b>ESS-M-B3</b> – Understanding that earth processes such as erosion and weathering affect the Earth today and are similar to those which occurred in the past.	<b>Erosion</b> Activity 1-2, 10-12 Reader <b>Earth Processes</b> Activity 3-7, 13, 14	Pages 13-27, 83-104 Pages 4-13  Pages 21-60, 95-112
<b>C. EARTH IN THE SOLAR SYSTEM</b>		
<b>ESS-M-C1</b> - Identifying the characteristics of the sun and other stars;	<b>Astronomy</b> Activity 1, 4, 5, 8, 10, 11 <b>Earth, Moon and Sun</b> Activity 1, 7	Pages 7-16, 35-51, 69-75, 85-91  Pages 2-13, 53-60
<b>ESS-M-C2</b> –Comparing and contrasting the celestial bodies in our solar system;	<b>Astronomy</b> Activity 1, 3-6 <b>Earth, Moon and Sun</b> Activity 1-5	Pages 7-16, 35-60  Pages 7-45

<b>ESS-M-C3</b> – Investigating the force of gravity and the ways gravity governs motion in the solar system;	<b>Famous Scientists</b> Activity 12 <b>Earth, Moon and Sun</b> Activity 5, 12	Pages 115-121  Page 37-45, 95-103
<b>ESS-M-C4</b> - Modeling the motions of the Earth-moon-sun system to explain day and night, a year, eclipses, moon phases and tides;	<b>Oceans</b> Reader <b>Astronomy</b> Activity 1, 2, 4, 5 <b>Earth, Moon and Sun</b> Activity 1, 2, 8-12	Page 9  Pages 7-23, 35-51  Pages 7-21, 61-103
<b>ESS-M-C5</b> – Modeling the position of the Earth in relationship to other objects in the solar system;	<b>Astronomy</b> Activity 5 <b>Earth, Moon and Sun</b> Activity 5, 8, 9	Pages 43-51  Pages 37-43, 61-78
<b>ESS-M-C6</b> – Modeling and describing how radiant energy from the sun affects phenomena on the Earth's surface, such as winds, ocean currents, and the water cycle;	<b>Oceans</b> Activity 5, 7, 8 Reader <b>Solar Energy</b> Activity 2, 6	Pages 55-63, 75-98 Pages 8, 10  Pages 13-19, 39-46
<b>ESS-M-C7</b> – Modeling and explaining how seasons result from variations in the amount of the sun's energy hitting the surface due to the tilt of the Earth's rotation on its axis and the length of the day;	<b>Solar Energy</b> Activity 6, Science Extension <b>Astronomy</b> Activity 5 <b>Earth, Moon and Sun</b> Activity 6	Page 46  Pages 43-51  Pages 69-78
<b>ESS-M-C8</b> – Understanding that space exploration is an active area of scientific and technological research and development.	<b>Flight and Rocketry</b> Activity 12, Science and Careers <b>Famous Scientists</b> Activity 11 and 12 <b>Astronomy</b> Activity 6, Science, Technology, and Society Activity 9, Science, Technology, and Society <b>Earth, Moon and Sun</b> Activity 2, Science Challenge	Page 130  Pages 105-121  Page 60  Page 83  Page 21

## Grades 5-8 Science and the Environment Benchmarks

<i>Grades 5-8 Science and the Environment Benchmarks</i> <i>As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:</i>	<i>DSM Activity</i>	<i>Page Number(s)</i>
<b>STRAND: SCIENCE AND THE ENVIRONMENT</b>		
<b>SE-M-A1</b> – Demonstrating knowledge that an ecosystem includes living and nonliving factors and that humans are an integral part of ecosystems;	<b>Pollution</b> Activity 1, 2, 6, 9, 12 Reader <b>Pond Life</b> Activity 1, 3-5	Pages 13-24, 47-52, 65-70, 83-88 Pages 2-13  Pages 7-11, 19-34
<b>SE-M-A2</b> - Demonstrating an understanding of how carrying capacity and limiting factors affect plant and animal populations;	<b>Pond Life</b> Activity 12 <b>Fungi-Small Wonders</b> Activity 7 <b>Famous Scientists</b> Activity 10	Pages 81-86  Pages 45-49  Pages 95-103
<b>SE-M-A3</b> – Defining the concept of pollutant and describing the effects of various pollutants on ecosystems;	<b>Pollution</b> Activity 6, 8-10, 12 Reader	Pages 47-52, 59-76, 82-88 Pages 2-13
<b>SE-M-A4</b> – Understanding that human actions can create risks and consequences in the environment;	<b>Pollution</b> Activity 1-12 Reader <b>Pond Life</b> Activity 12 Activity 11, Science, Technology, and Society Activity 12, Science, Technology, and Society <b>Erosion</b> Activity 11, Science and Social Studies <b>Famous Scientists</b> Activity 10	Pages 13-88 Pages 2-13  Pages 81-86  Page 80  Page 86  Page 97  Pages 95-103
<b>SE-M-A5</b> – Tracing the flow of energy through an ecosystem and demonstrating a knowledge of the roles of producers, consumers, and decomposers in the ecosystem;	<b>Pond Life</b> Activity 11 Activity 11, Science Challenge <b>Solar Energy</b> Activity 1 <b>Fungi-Small Wonders</b> Activity 6, Science and Language Arts <b>Plants in Our World</b> Activity 8	Pages 75-80 Page 80  Pages 7-11  Page 44  Pages 51-56
<b>SE-M-A6</b> – Distinguishing between renewable and nonrenewable resources and understanding that nonrenewable natural resources are not replenished through the natural cycles and thus are strictly limited in quantity;	<b>Solar Energy</b> Activity 2, 10 <b>Pollution</b> Reader <b>Rocks and Minerals</b> Activity 11 Activity 10, Science and Social Studies <b>Earth Processes</b> Activity 4, Science, Technology, and Society	Pages 13-19, 65-70  Pages 2-5  Pages 85-92  Page 84  Page 38

<b>SE-M-A7</b> – Demonstrating knowledge of natural cycles, such as the carbon cycle, nitrogen cycle, water cycle, and oxygen cycle;	<b>Oceans</b> Activity 5 <b>Weather Forecasting</b> Reader <b>Rocks and Minerals</b> Reader <b>Earth Processes</b> Activity 6 <b>Plants in Our World</b> Activity 5, 6, 10	Pages 55-63  Page 4  Page 13  Pages 47-53  Pages 31-41, 63-68
<b>SE-M-A8</b> – Investigating and analyzing how technology affects the physical, chemical, and biological factors in an ecosystem;	<b>Pollution</b> Activity 2, Science Extension Activity 2, Science, Technology, and Society Activity 4, Science and Health Activity 10, Science and Social Studies Reader <b>Erosion</b> Activity 6 Activity 6, Science Extension Reader <b>Pond Life</b> Activity 7, Science, Technology, and Society Activity 11, Science, Technology, and Society	Page 24  Page 24 Page 38  Page 76 Pages 3-13  Pages 51-57 Page 57 Page 14  Page 55  Page 80
<b>SE-M-A9</b> – Demonstrating relationships of characteristics of soil types to agricultural practices and productivity;	<b>Erosion</b> Activity 3, 8 Reader	Pages 29-35, 67-73 Pages 14-15
<b>SE-M-A10</b> – Identifying types of soil erosion and preventive measures.	<b>Erosion</b> Activity 2, 5, 6, 10-12 Reader <b>Earth Processes</b> Activity 4, Science and Social Studies	Pages 21-27, 43-57, 83-104 Pages 8-13  Page 38

## Grades 5-8 Inquiry Benchmarks

<i>Grades 5-8 Inquiry Benchmarks</i> <i>As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:</i>	<i>DSM</i> <i>Activity</i>	<i>Page</i> <i>Number(s)</i>
<b>A. THE ABILITIES NECESSARY TO DO SCIENTIFIC INQUIRY</b>		

<b>SI-M-A1</b> - Identifying questions that can be used to design a scientific investigation;	<b>Solar Energy</b> Activity 3-6 <b>Pond Life</b> Activity 12 <b>Fungi-Small Wonders</b> Activity 7 <b>Electromagnetism</b> Activity 6 <b>Chemical interactions</b> Activity 12 <b>Electrical Connections</b> Activity 9 and 10 <b>Plants in Our World</b> Activity 3	Pages 21-46  Pages 81-86  Pages 45-49  Pages 43-48  Pages 87-92  Pages 59-70  Pages 19-24
<b>SI-M-A2</b> - Designing and conducting a scientific investigation;	<b>Electromagnetism</b> Activity 6 <b>Lenses and Mirrors</b> Activity 12 <b>Fungi-Small Wonders</b> Activity 7, 11 <b>Pollution</b> Activity 10 <b>Pond Life</b> Activity 10, 12 <b>Solar Energy</b> Activity 9 <b>Chemical Interactions</b> Activity 12 <b>Plants in Our World</b> Activity 3	Pages 43-48  Pages 89-94  Pages 45-49, 69-74  Pages 71-76  Pages 69-74, 81-86  Pages 59-64  Pages 87-92  Pages 19-24
<b>SI-M-A3</b> - Using mathematics and appropriate tools and techniques to gather, analyze, and interpret data;	<b>Pollution</b> Activity 10 <b>Solar Energy</b> Activity 3-6 <b>Weather Forecasting</b> Activity 3 <b>Simple Machines</b> Activity 6 <b>Oceans</b> Activity 3 <b>Newton's Toy Box</b> Activity 8 and 9 <b>Plants in Our World</b> Activity 3	Pages 71-76  Pages 21-46  Pages 25-32  Pages 49-55  Pages 31-41  Pages 45-54  Pages 19-24

<b>SI-M-A4</b> - Developing descriptions, explanations, and graphs using data;	<b>Electromagnetism</b> Activity 6 <b>Solar Energy</b> Activity 7 and 8 <b>Erosion</b> Activity 7 <b>You and Your Body</b> Activity 3 <b>Electrical Connections</b> Activity 8 and 9 <b>Earth Processes</b> Activity 10	Pages 43-48  Pages 47-58  Pages 59-66  Pages 27-31  Pages 53-64  Pages 77-82
<b>SI-M-A5</b> - Developing models and predictions using the relationships between data and explanations;	<b>Simple Machines</b> Activity 7 <b>Solar Energy</b> Activity 9 <b>Oceans</b> Activity 3 <b>Famous Scientists</b> Activity 1 <b>If Shipwrecks Could Talk</b> Activity 2 <b>Plants in Our World</b> Activity 3	Pages 57-63  Pages 59-64  Pages 31-41  Pages 11-19  Pages 19-26  Pages 19-24
<b>SI-M-A6</b> - Comparing alternative explanations and predictions;	<b>Fungi-Small Wonders</b> Activity 11 <b>Erosion</b> Activity 10 and 11 <b>Electromagnetism</b> Activity 10 <b>Color and Light</b> Activity 4 <b>Electrical Connections</b> Activity 10 <b>Famous Scientists</b> Activity 3 <b>Newton's Toy Box</b> Activity 10, 13	Pages 69-74  Pages 83-97  Pages 69-76  Pages 37-43  Pages 65-70  Pages 29-34  Pages 55-58, 67-70
<b>SI-M-A7</b> – Communicating scientific procedures, information and explanations;	<b>Pollution</b> Activity 10 <b>Pond Life</b> Activity 12 <b>Electromagnetism</b> Activity 6 <b>Electrical Connections</b> Activity 9 and 10 <b>Newton's Toy Box</b> Activity 7-9 <b>Chemical Interactions</b> Activity 11-13	Pages 71-76  Pages 81-86  Pages 43-49  Pages 59-70  Pages 39-54  Pages 81-97
<b>SI-M-A8</b> - Utilizing safety procedures during experiments.	<b>Flight and Rocketry</b> <b>Electromagnetism</b> <b>Chemical Interactions</b> <b>Electrical Connections</b>	Pages 2, 26 Pages 14, 28 Pages 10, 48, 75, 95 Pages 47, 49
<b>B. UNDERSTANDING SCIENTIFIC INQUIRY</b>		

<b>SI-M-B1</b> - Recognizing that different kinds of questions guide different kinds of scientific investigations;	<b>Erosion</b> Activity 10-12 <b>Pond Life</b> Activity 12 <b>Lenses and Mirrors</b> Activity 4 <b>Electrical Connections</b> Activity 5 <b>Earth Processes</b> Activity 10 <b>DNA-From Genes to Proteins</b> Activity 1	Pages 83-104  Pages 81-86  Pages 27-34  Pages 31-36  Pages 77-82  Pages 7-11
<b>SI-M-B2</b> - Communicating that current scientific knowledge guides scientific investigations;	The DSM program provides ample opportunity for teachers to reinforce this understanding.	
<b>SI-M-B3</b> - Understanding that mathematics, technology, and scientific techniques used in an experiment can limit or enhance the accuracy of scientific knowledge;	The DSM program provides ample opportunity for students to use mathematics and for teachers to reinforce this understanding.	
<b>SI-M-B4</b> - Using data and logical arguments to propose, modify, or elaborate on principles and models;	The DSM program provides ample opportunity for students to discuss investigations and to consider principles and models.	
<b>SI-M-B5</b> - Understanding that scientific understanding is enhanced through peer review, alternative explanations, and constructive criticism;	In the DSM program students work in cooperative groups and employ the nature of scientific activity to promote this understanding.	
<b>SI-M-B6</b> – Communicating that scientific investigations can result in new ideas, new methods or procedures, and new technologies;	<b>Electromagnetism</b> Activity 8, Science, Technology, and Society Reader <b>Flight and Rocketry</b> Activity 12, Science, Technology, and Society Reader <b>Pond Life</b> Activity 11, Science, Technology, and Society <b>Chemical Interactions</b> Activity 6, Science, Technology, and Society <b>DNA-From Genes to Proteins</b> Activity 9 Science Challenge <b>Earth Processes</b> Activity 9, Science, Technology, and Society	Page 62 Pages 10-15   Page 130 Pages 6-13   Page 80   Page 51  Page 68  Page 75

<b>SI-M-B7</b> – Understanding that scientific development/technology is driven by societal needs and funding.	<b>Lenses and Mirrors</b> Activity 7, Science, Technology, and Society	Page 54
	<b>Flight and Rocketry</b> Activity 12	Page 121-130
	Activity 12, Science and Social Studies Reader	Page 130 Pages 4-13
	<b>Electromagnetism</b> Activity 9, Science, Technology, and Society Reader	Page 68 Pages 10-15
	<b>Famous Scientists</b> Activity 5	Pages 45-54
	Activity 7, Science, Technology, and Society Activity 8, Science, Technology, and Society	Page 75 Page 84

## Grades 5-8 Life Science Benchmarks

<i>Grades 5-8 Life Science Benchmarks As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:</i>	<i>DSM Activity</i>	<i>Page Number(s)</i>
<b>A. STRUCTURE AND FUNCTION IN LIVING SYSTEMS</b>		
<b>LS-M-A1</b> –describing the observable components and functions of a cell, such as the cell membrane, nucleus, and movement of molecules into and out of cells;	<b>You and Your Body</b> Reader <b>Pond Life</b> Activity 6 and 7 <b>Plants in Our World</b> Activity 1 and 2, 4 <b>DNA-From Genes to Proteins</b> Activity 3 and 4	Page 2 Pages 41-55 Pages 7-18, 25-30 Pages 19-29
<b>LS-M-A2</b> –Comparing and contrasting the basic structures and functions of different plant and animal cells;	<b>You and Your Body</b> Reader <b>Pond Life</b> Activity 6 and 7 <b>Plants in Our World</b> Activity 1 and 2, 4 <b>DNA-From Genes to Proteins</b> Activity 3 and 4	Page 2 Pages 41-55 Pages 7-18, 25-30 Pages 19-29
<b>LS-M-A3</b> –Observing and analyzing the growth and development of selected organisms, including a seed plant, an insect with complete metamorphosis, and an amphibian;	<b>Fungi-Small Wonders</b> Activity 4-6 <b>Pond Life</b> Activity 10 <b>Plants in Our World</b> Activity 3	Pages 25-44 Pages 69-74 Pages 19-24
<b>LS-M-A4</b> –Describing the basic processes of photosynthesis and respiration and their importance to life;	<b>Plants in Our World</b> Activity 3, 5-10	Pages 19-24, 31-68



<b>LS-M-A5</b> –Investigating human body systems and their functions (including circulatory, digestive, skeletal, respiratory);	<b>You and Your Body</b> Activity 1-8, 13, 14 Reader	Pages 13-66, 91-102 Pages 3-11
<b>LS-M-A6</b> –Describing how the body changes with age and listing factors that affect the length and quality of life;		
<b>LS-M-A7</b> – Describing communicable and noncommunicable diseases.		
<b>B. REPRODUCTION AND HEREDITY</b>		
<b>LS-M-B1</b> – Describing the importance of body cell division (mitosis) and sex cell production (meiosis);	<b>DNA-From Genes to Proteins</b> Activity 5, Science Extension	Page 35
<b>LS-M-B2</b> – Describing the role of chromosomes and genes in heredity;	<b>DNA-From Genes to Proteins</b> Activity 5-10	Pages 31-74
<b>LS-M-B3</b> –Describing how heredity allows parents to pass certain traits to offspring;	<b>DNA-From Genes to Proteins</b> Activity 5-10 Activity 3, Science Challenge	Pages 31-74 Page 23
<b>C. POPULATIONS AND ECOSYSTEMS</b>		
<b>LS-M-C1</b> –Constructing and using classification systems based on the structure of organisms;		
<b>LS-M-C2</b> –Modeling and interpreting food chains and food webs;	<b>Pond Life</b> Activity 11 Activity 11, Science Extension	Pages 75-80 Pages 80
<b>LS-M-C3</b> – Investigating major ecosystems and recognizing physical properties and organisms within each.	<b>Pond Life</b> Activity 1, 3-11	Pages 7-11, 19-80
<b>LS-M-C4</b> – Explaining the interaction and interdependence of nonliving and living components of ecosystems.	<b>Pond Life</b> Activity 1, 3-12 <b>Fungi-Small Wonders</b> Activity 5-7	Pages 7-11, 19-86 Pages 31-49
<b>D. ADAPTATIONS OF ORGANISMS</b>		
<b>LS-M-D1</b> –Describing the importance of plant and animal adaptation, including local examples;	<b>Fungi-Small Wonders</b> Activity 2, 6 <b>Pond Life</b> Activity 5-10 <b>Oceans</b> Activity 10 and 11 <b>Famous Scientists</b> Activity 9	Pages 7-18, 37-44 Pages 35-74 Pages 113-134 Pages 85-93
<b>LS-M-D2</b> –Explaining how some members of a species survive under changed environmental conditions.	<b>Fungi-Small Wonders</b> Activity 7, 11 <b>Oceans</b> Activity 11 <b>Famous Scientists</b> Activity 9 and 10	Pages 45-49, 69-74 Pages 125-134 Pages 85-103

## **Grades 5-8 Physical Science Benchmarks**

<i>Grades 5-8 Physical Science Benchmarks As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:</i>	<i>DSM Activity</i>	<i>Page Number(s)</i>
<b>A. PROPERTIES AND CHANGES IN PROPERTIES OF MATTER</b>		
<b>PS-M-A1</b> - Investigating, measuring, and communicating the properties of different substances which are independent of the amount of the substance;	<b>Oceans</b> Activity 2 and 3 <b>Pollution</b> Activity 8 <b>Chemical Interactions</b> Activity 1, 3, 10 <b>If Shipwrecks Could talk</b> Activity 4 and 7	Pages 23-41  Pages 59-64  Pages 7-13, 23-28, 73-79  Pages 35-45, 69-76
<b>PS-M-A2</b> - Understanding that all matter is made up of particles called atoms and that atoms of different elements are different;	<b>Chemical Interactions</b> Activity 4 and 5	Pages 29-42
<b>PS-M-A3</b> - Grouping substances according to similar properties and/or behaviors;	<b>Chemical Interactions</b> Activity 3, 6, 9, 10	Pages 23-28, 43-51, 65-71, 73-79
<b>PS-M-A4</b> - Understanding that atoms and molecules are perpetually in motion;	<b>Chemical Interactions</b> Activity 4 <b>Flight and Rocketry</b> Activity 1 and 3	Pages 29-35  Pages 13-21, 33-43
<b>PS-M-A5</b> - Investigating the relationships among temperature, molecular motion, phase changes, and physical properties of matter;		
<b>PS-M-A6</b> – Investigating chemical reactions between different substances to discover that new substances formed may have new physical properties and do have new chemical properties;	<b>Chemical Interactions</b> Activity 7, 10-12 Activity 5, Science Extension	Pages 53-57, 73-92 Page 42
<b>PS-M-A7</b> – Understanding that during a chemical reaction in a closed system, the mass of the products is equal to that of the reactants;	<b>Chemical Interactions</b> Activity 7, Science and Math Activity 11, Science and Math	Page 51 Page 85
<b>PS-M-A8</b> – Discovering and recording how factors such as temperature influence chemical reactions;	<b>Chemical Interactions</b> Activity 12	Pages 87-92
<b>PS-M-A9</b> – Identifying elements and compounds found in common foods, clothing, household materials, and automobiles.	<b>Chemical Interactions</b> Activity 4, Science and Health Activity 5, science and Health Activity 9, Science Challenge Activity 10, Science, Technology, and Society	Page 35 Page 42 Page 71  Page 79

<b>B. MOTIONS AND FORCES</b>		
<b>PS-M-B1</b> - Describing and graphing the motions of objects;	<b>Flight and Rocketry</b> Activity 8, 9, 12 <b>Simple Machines</b> Activity 2, 5-7, 9 <b>Newton's Toy Box</b> Activity 1, 3, 7-11 <b>Famous Scientists</b> Activity 3	Pages 81-97, 121-130  Pages 19-24, 39-63, 71-76  Pages 7-11, 19-24, 39-62  Pages 29-34
<b>PS-M-B2</b> - Recognizing different forces and describing their effects (gravity, electrical, magnetic);	<b>Flight and Rocketry</b> Activity 2 Reader <b>Simple Machines</b> Reader <b>Electromagnetism</b> Activity 1-11 Reader <b>Newton's Toy Box</b> Activity 2 <b>Famous Scientists</b> Activity 3, 5 <b>Electrical Connections</b> Activity 1-13	Pages 23-32 Page 4  Page 2  Pages 13-83 Pages 2-4  Pages 13-17  Pages 29-34, 45-54  Pages 7-88
<b>PS-M-B3</b> - Understanding that, when an object is not being subjected to a force, it will continue to move at a constant speed and in a straight line;	<b>Newton's Toy Box</b> Activity 1, 7-9	Pages 7-11, 39-54
<b>PS-M-B4</b> → Describing how forces acting on an object will reinforce or cancel one another, depending upon their direction and magnitude;	<b>Flight and Rocketry</b> Activity 2, 3, 9, 12 <b>Simple Machines</b> Activity 3, 4, 6 <b>Newton's Toy Box</b> Activity 1-4, 7	Pages 23-43, 91-97, 121-130  Pages 25-37, 49-55  Pages 7-29, 39-43
<b>PS-M-B5</b> – Understanding that unbalanced forces will cause changes in the speed or direction of an object's motion.	<b>Newton's Toy Box</b> Activity 4, 10	Pages 25-29, 55-58
<b>C. TRANSFORMATIONS OF ENERGY</b>		
<b>PS-M-C1</b> - Identifying and comparing the characteristics of different types of energy;	<b>Color and Light</b> Activity 1 Reader <b>Solar Energy</b> Activity 1 and 2 <b>Electromagnetism</b> Activity 1-11 Reader <b>Electrical Connections</b> Activity 1-13 <b>Famous Scientists</b> Activity 5 and 6	Pages 13-18 Pages 2-3  Pages 7-19  Pages 13-83 Pages 2-4  Pages 7-88  Pages 45-64

<p><b>PS-M-C2</b> - Understanding the different kinds of energy transformations and the fact that energy can be neither destroyed nor created;</p>	<p><b>Flight and Rocketry</b> Activity 9, 12 <b>Simple Machines</b> Activity 7 and 8 <b>Solar Energy</b> Activity 9 and 10 <b>Electromagnetism</b> Reader <b>Newton's Toy Box</b> Activity 8, 10 <b>Famous Scientists</b> Activity 5 and 6 <b>Electrical Connections</b> Activity 2, 7, 9, 10</p>	<p>Pages 91-97, 121-130  Pages 57-69  Pages 59-70  Pages 8-13  Pages 45-49, 55-58  Pages 45-64  Pages 13-18, 45-51, 59-70</p>
<p><b>PS-M-C3</b> - Understanding that the sun is a major source of energy and that energy arrives at the Earth's surface as light with a range of wavelengths;</p>	<p><b>Solar Energy</b> Activity 1 and 2 <b>Color and Light</b> Activity 1 Reader</p>	<p>Pages 7-19  Pages 13-18 Pages 8-9</p>
<p><b>PS-M-C4</b> - Observing and describing the interactions of light and matter (reflection, refraction, absorption, transmission, scattering);</p>	<p><b>Lenses and Mirrors</b> Activity 1, 2, 4-8 <b>Solar Energy</b> Activity 2, 3, 7, 9 <b>Color and Light</b> Reader <b>Famous Scientists</b> Activity 4 <b>Astronomy</b> Activity 9</p>	<p>Pages 7-19, 27-65  Pages 21-32, 47-52, 59-64  Pages 4-7  Pages 35-43  Pages 77-83</p>
<p><b>PS-M-C5</b> - Investigating and describing the movement of heat and the effects of heat in objects and systems;</p>	<p><b>Solar Energy</b> Activity 1-13 <b>Flight and Rocketry</b> Activity 3 <b>Weather Forecasting</b> Activity 9 <b>Electrical Connections</b> Activity 7 <b>Famous Scientists</b> Activity 5, 7</p>	<p>Pages 7-88  Pages 33-43  Pages 69-74  Pages 45-51  Pages 45-54, 65-75</p>
<p><b>PS-M-C6</b> - Describing the types of energy that can be involved, converted, or released in electrical circuits;</p>	<p><b>Solar Energy</b> Activity 10 <b>Electromagnetism</b> Activity 5-10 Reader <b>Electrical Connections</b> Activity 1-13</p>	<p>Pages 65-70  Pages 37-76 Pages 4-5  Pages 7-88</p>
<p><b>PS-M-C7</b> - Understanding that energy is involved in chemical reactions;</p>	<p><b>Flight and Rocketry</b> Activity 12 Activity 12, Science Challenge <b>Chemical Interactions</b> Activity 7, Science Challenge</p>	<p>Pages 121-130 Page 130  Page 57</p>

<p><b>PS-M-C8</b> – Comparing the uses of different energy resources and their effects upon the environment.</p>	<p><b>Pollution</b> Activity 6, 9 Reader</p> <p><b>Chemical Interactions</b> Activity 8, Science, Technology, and Society</p>	<p>Pages 47-52, 65-70 Pages 4, 7-8</p> <p>Page 64</p>
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## Middle School Level Social Studies: Eighth

### Standards

#### GEOGRAPHY: Physical and Cultural Systems

*Students develop a spatial understanding of Earth's surface and the processes that shape it, the connections between people and places, and the relationship between man and his*

Strands	Benchmarks	Core Curriculum
<b>A. THE WORLD IN SPATIAL TERMS</b>	<b>G-1A-M1</b> identifying and describing the characteristics, functions, and applications of various types of maps and other geographic representations, tools, and technologies; (1, 2, 3, 4)	Use elements of maps, including title, key/legend, symbols, directions (cardinal/intermediate), scale, distance, and location, to read and understand : special-purpose maps.
	<b>G-1A-M2</b> interpreting and developing maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns; (1, 2, 3, 4)	special-purpose maps using appropriate map elements, including title, key/le symbols such as color or patterned areas to convey differences of land use, cl changing borders. Compare information contained on related special-purpose maps, such as lan use maps, or landform maps and those showing human migration routes.
	<b>G-1A-M3</b> organizing and displaying information about the location of geographic features and places by using mental mapping skills; (1, 2, 3, 4)	Describe changes in migraiton patterns caused by new developments in geog knowledge and the effects of this movement, such as Columbus' voyages to t and the resulting geographic knowledge leading to the colonization of North Locate places studied using longitude and latitude measures and hemispheric desginations; use this information, along with landform clues, to identify mo those locations.
<b>B. PLACES AND REGIONS</b>	<b>G-1B-M1</b> explaining and analyzing both the physical and human phenomena associated with specific places, including precipitation and settlement patterns; (1, 2, 3, 4)	Identify the physical characteristics of a place, such as soil, landforms, vege climate.
	<b>G-1B-M2</b> identifying and describing significant physical features that have influenced historical events; (1, 2, 3, 4)	Analyze the significance of the physical characteristics of a place on how per work; for example, the growth of an industrial society in United States and th these patterns on daily life.
	<b>G-1B-M3</b> identifying criteria used to define regions and explaining how and why regions change; (1, 2, 3, 4)	Describe changes in migration patterns caused by new developments in geog knowledge and the effects of this movement, such as Columbus' voyages to t and the resulting geographic knowledge leading to the colonization of North Europeans, or American expansion westward both within and beyond the cor States.
		Give examples of different political or cultural regions in history: the Europe empires, and the regional sections of nineteenth and twentieth century Unitec example; identify distinguishing political and/or cultural characteristics of ea

## C. PHYSICAL AND HUMAN SYSTEMS

**G-1B-M4** describing and explaining how personal interests, culture, and technology affect people's perceptions and uses of places and regions; (1, 2, 3, 4)

**G-1C-M1** predicting and explaining how physical features help to shape patterns and arrangements in the physical environment; (1, 2, 3, 4)

**G-1C-M2** identifying key demographic concepts and using these concepts to analyze the population characteristics of a country or region; (1, 2, 3, 4)

**G-1C-M3** describing the characteristics and patterns of human settlement in different regions of the world and analyzing the impact of urbanization; (1, 2, 3, 4)

**G-1C-M4** analyzing types, patterns, and effects of human migration over time; (1, 2, 3, 4)

**G-1C-M5** tracing local and worldwide patterns of cultural diffusion and analyzing their causes and effects; (1, 3, 4)

**G-1C-M6** comparing historical and contemporary patterns of economic interdependence; (1, 2, 3, 4)

**G-1C-M7** explaining how cooperation and conflict among people contribute to the political divisions on Earth's surface; (1, 2, 4)

## D. ENVIRONMENT AND SOCIETY

**G-1D-M1** analyzing and evaluating the effects of human actions upon the physical environment; (1, 2, 3, 4, 5)

Identify changes in technology and their effects on people's movement, such as the establishment and growth of European colonies in the Americas; the growth of cities in response to industrialization and immigration; the expansion of urban centers in the United States as a result of the Computer Age.

Identify the physical characteristics of a place, such as soil, landforms, vegetation, and climate.

Explain the significance of the physical characteristics of a place on how people live; for example, the growth of an industrial society in the United States and the impact of urbanization on daily life.

Identify the physical characteristics of a place, such as soil, landforms, vegetation, and climate.

Explain the significance of the physical characteristics of a place on how people live; for example, the growth of an industrial society in the United States and the impact of urbanization on daily life.

Identify the human characteristics of a place, relating them to the way people live; such as suburban and urban areas, systems of transportation, and agricultural and manufacturing activity.

Draw conclusions about human and environmental interaction by comparing physical characteristics of a place, such as climate, precipitation, temperature, and landforms, with maps of human characteristics, such as population distribution and land use.

Describe changes in migration patterns caused by new developments in geographic knowledge and the effects of this movement, such as Columbus' voyages to the Americas and the resulting geographic knowledge leading to the colonization of North America by Europeans, or American expansion westward both within and beyond the continental United States.

Draw conclusions about the interaction between people and their environment by comparing different kinds of regional maps; for example, a political region with a cultural region. Give examples of different political or cultural regions in history: the European empires, and the regional sections of nineteenth and twentieth century United States; identify distinguishing political and/or cultural characteristics of each.

Give examples of economic regions, such as land use regions, natural resource regions, and trading empires, and identify distinguishing characteristics.

Give examples of different political or cultural regions in history: the European empires, and the regional sections of nineteenth and twentieth century United States; identify distinguishing political and/or cultural characteristics of each.

Draw conclusions about human and environmental interaction by comparing physical characteristics of a place, such as climate, precipitation, temperature, and landforms, with maps of human characteristics, such as population distribution and land use.

Use maps and other data presented in charts, graphs, and tables that document human interaction, including population growth and change, human and animal migration, and land use patterns.

**G-1D-M2** explaining and giving examples of how characteristics of different physical environments affect human activities; (1, 2, 3, 4, 5)

**G-1D-M3** analyzing the worldwide distribution and utilization of natural resources; (1, 2, 3, 4, 5)

**G-1D-M4** identifying problems that relate to contemporary geographic issues and researching possible solutions.(1, 2, 3, 4, 5)

Draw conclusions about human and environmental interaction by comparing physical characteristics of a place, such as climate, precipitation, temperature and landforms, with maps of human characteristics, such as population distribution. Use.

Idea characteristics of a place, relating them to the way people live and work, such as urban areas, systems of transportation, and agricultural and manufacturing.

Give examples of geographic regions, such as climate or landform regions, and distinguishing characteristics.

Use computer databases to find information, such as physical and human characteristics of an area, or census data, land use data, or topography.

## Standards

*CIVICS: Citizenship and Government Students develop an understanding of the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in the world, while learning about the rights and responsibilities of citizenship.*

## Strands

### A. STRUCTURE AND PURPOSES OF GOVERNMENT

## Benchmarks

**C-1A-M1** explaining major ideas about why governments are necessary and evaluating competing positions on the purposes government should serve; (1, 2, 4, 5)

**C-1A-M2** describing the essential characteristics of various systems of government; (1, 3, 4, 5)

**C-1A-M3** explaining how the powers of the government are distributed, shared, and limited by the United States and Louisiana constitutions; (1, 3, 5)

**C-1A-M4** explaining the purposes of state constitutions and describing the relationship of state constitutions to the federal constitution; (1, 3, 5)

**C-1A-M5** describing the organization and major responsibilities of local, state, and national governments; (1, 3, 5)

**C-1A-M6** identifying government leaders and representatives at the local, state, and national levels and explaining their powers and the limits on their powers; (1, 3, 5)

## Core Curriculum

Identify the characteristics and describe the advantages and disadvantages of government, including theocracy, monarchy, oligarchy, and democracy (both representative democracies).

Explain the concept of sovereignty as rightful political authority and identify sovereignty in a theocracy, a monarchy, an oligarchy, and a democracy.

Describe how power is acquired, used, and justified in the governments of those studied, identifying how and why changes occur over time, such as how voting expanded over time in the United States.

and to what degree the government of the civilizations studied successfully met the needs and wants of citizens and/or subjects, established domestic order and responded to invasion, responded to change and unexpected challenges, and respected the rule of law and the laws of the land.

Compare political institutions and processes in the civilizations studies, focusing on by whom laws are made, carried out and enforced.

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Identify modern democratic institutions, such as representative legislature and United States congress and its judicial system.

Discuss contemporary examples of representative democracies with defined government power and compare with examples of contemporary government with no limits with the ruling executive or party.



**C-1A-M7** explaining the importance of law in the American constitutional system and applying criteria to evaluate rules and laws; (1, 2, 3, 4, 5)

**C-1A-M8** explaining how public policy is formed, debated, and carried out at local, state, and national levels; (1, 3, 4, 5)

**C-1A-M9** explaining the necessity of taxes and describing the purposes for which tax revenues are used; (1, 3, 4, 5)

**C-1A-M10** identifying and evaluating different types of taxes; (1, 3, 4, 5)

Compare and contrast systems of governments found in the civilizations studied: Roman Senate, the Iroquois League, American society under the Articles of Confederation, as they relate to the establishment and continuation of modern democratic institutions. Compare political institutions and processes in the civilizations studies, focusing on by whom laws are made, carried out and enforced.

Compare forms of citizenship in the civilizations studied, distinguishing between categories, or classes, of citizens in a society; comparing the citizenship rights and responsibilities of women with men, comparing slavery across civilizations.

Analyze how and to what degree the government of the civilizations studied met the material needs and wants of citizens and/or subjects, established domestic security against invasion, responded to change and unexpected challenges and protected the rights of citizens and the laws of the land.

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## B. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM

**C-1B-M1** explaining the essential ideas and historical origins of American constitutional government; (1, 4, 5)

Describe how power is acquired, used, and justified in the governments of the civilizations studied, identifying how and why changes occur over time, such as how voting expanded over time in the United States.

modern democratic institutions, such as representative legislatures like the U.S. Congress and its judicial system, whose theoretical roots can be traced to ancient institutions like the Roman Senate or the court systems of various civilizations.

**C-1B-M2** identifying and describing the historical experiences and the geographic, social, and economic factors that have helped to shape American political culture; (1, 3, 4, 5)

Describe how power is acquired, used, and justified in the governments of the civilizations studied, identifying how and why changes occur over time, such as how voting expanded over time in the United States.

modern democratic institutions, such as representative legislatures like the U.S. Congress and its judicial system, whose theoretical roots can be traced to ancient institutions like the Roman Senate or the court systems of various civilizations.

**C-1B-M3** explaining the meaning and importance of basic principles of American constitutional democracy as reflected in core documents; (1, 3, 4, 5)

Discuss the philosophical documents and thought that influenced modern democratic values, including freedom, justice, equality, from the Magna Carta to the Bill of Rights and the civil rights laws of the twentieth century.

**C-1B-M4** analyzing the ways in which political and social conflict can be peacefully resolved; (1, 2, 4, 5)

Discuss the importance of tolerance and respect in societies with diverse populations, citing historical examples where the presence or absence of tolerance and respect for diversity make a difference.

**C-1B-M5** analyzing democratic processes used to institute change; (1, 2, 5)

Compare and contrast systems of governments found in the civilizations studied, such as the Roman Senate, the Iroquois League, American society under the Articles of Confederation, and the U.S. Constitution, as they relate to the establishment and continuation of modern democratic institutions.

**C-1B-M6** analyzing the importance of political parties, campaigns, and elections in the American political system; (1, 2, 3, 4, 5)

Describe how power is acquired, used, and justified in the governments of the civilizations studied, identifying how and why changes occur over time, such as how voting expanded over time in the United States.

## C. INTERNATIONAL RELATIONSHIPS

**C-1C-M1** describing how the world is organized politically and explaining the means by which nation-states interact; (1, 3, 4)

Describe how power is acquired, used, and justified in the governments of the civilizations studied, identifying how and why changes occur over time, such as how voting expanded over time in the United States.

**C-1C-M2** explaining the formation, implementation, and impact of United States foreign policy; (1, 3, 5)

Identify the characteristics and describe the advantages and disadvantages of different forms of government.

**C-1C-M3** identifying types of foreign policy issues, using current and historical examples; (1, 2, 3, 4, 5)

Identify the characteristics and describe the advantages and disadvantages of different forms of government.

## D. ROLES OF THE CITIZEN

**C-1D-M1** explaining the meaning of citizenship and the requirements for citizenship and naturalization in the United States; (1, 5)

Discuss democratic civic values--such as patriotism, respect for law, duty, military service, and the importance of education--when present in one form or another in the civilizations studied.

**C-1D-M2** identifying the rights and responsibilities of citizens and explaining their importance to the individual and to society; (1, 4, 5)

**C-1D-M3** discussing issues involving the rights and responsibilities of individuals in American society; (1, 2, 4, 5)

**C-1D-M4** describing the many ways by which citizens can organize, monitor, and help to shape politics and government at local, state, and national levels; (1, 2, 3, 4, 5)

**C-1D-M5** communicating the importance of knowledge to competent and responsible political participation and leadership. (1, 4, 5)

Explain how religious or philosophical definitions of virtue, justice, courage, responsibility have contributed to the development of civic values concerning wrong, duty, loyalty, and liberty of conscience.

Describe how tradition, customs, and written laws influence public behavior, for elders in various cultures from Africa to Asia and the Americas; the conc and service among the aristocracy of medieval cultures from Europe to Japan impact of a written code of laws, from Hammurabi's code to Rome's Twelve

Describe how tradition, customs, and written laws influence public behavior, for elders in various cultures from Africa to Asia and the Americas; the conc and service among the aristocracy of medieval cultures from Europe to Japan impact of a written code of laws, from Hammurabi's code to Rome's Twelve Discuss democratic civic values--such as patriotism, respect for law, duty, m service, and the importance of education--when present in one form or another civilizations studied.

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## Standards

*ECONOMICS: Interdependence and Decision Making*

*Students develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses, and govern United States and the world.*

### Strands

#### A. FUNDAMENTAL ECONOMIC CONCEPTS

### Benchmarks

**E-1A-M1** describing how the scarcity of resources necessitates decision making at both personal and societal levels; (1, 2, 4, 5)

**E-1A-M2** analyzing consequences of economic decisions in terms of additional benefits and additional costs; (1, 2, 4)

**E-1A-M3** analyzing the consequences and opportunity cost of economic decisions; (1, 2, 3, 4)

**E-1A-M4** analyzing the role of specialization in the economic process; (1, 2, 4)

### Core Curriculum

Compare and contrast the characteristics of a controlled economy, a free-mar and a mixed-market economy, citing examples of each in the civilizations stu Discuss how surplus and scarcity affected the societies studied; for example, of grain crops in Egypt or Rome led to famine or unrest, or how the surplus: farms and industry contributed to the defeat of the South during the America:

Compare and contrast the characteristics of a controlled economy, a free-mar and a mixed-market economy, citing examples of each in the civilizations stu Explain how the economic principle of supply and demand operated in early example, how the value, if not the price, of bread rose or fell depending on it

Describe how each society studied answered these basic economic questions: produced? How is it to be produced? For Whom is it to be produced? What i the produced good or service determined?

Compare and contrast examples of subsistence agrarian economies, such as r settlements with examples of surplus-based agrarian and manufacturing econ

**E-1A-M5** giving examples of how skills and knowledge increase productivity and career opportunities; (1, 3, 4, 5)

**E-1A-M6** describing the essential differences in the production and allocation of goods and services in traditional, command, and market systems; (1, 3, 4)

Use economic concepts to help explain historical developments and issues in or global contexts; for example, how competition for new markets and new v age of exploration and the age of European imperialism, or how a demand for colonial plantations led to an increase in slavery and its many consequences.

Compare and contrast the characteristics of a controlled economy, a free-market, and a mixed-market economy, citing examples of each in the civilizations studied.

	<p><b>E-1A-M7</b> describing the various institutions, such as business firms and government agencies, that make up economic systems; (1, 4)</p> <p><b>E-1A-M8</b> differentiating among various forms of exchange and money; (1, 3, 4)</p> <p><b>E-1A-M9</b> using economic concepts to help explain historic and contemporary events and developments; (1, 2, 3, 4)</p>	<p>Explain the significance of the development of monetary systems on trade and manufacturing economies, such as the importance of a reliable currency system for governments and merchants with cash surpluses as investors, and the eventual development of banks and other financial institutions.</p> <p>Explain the significance of the development of monetary systems on trade and manufacturing economies, such as the importance of a reliable currency system for governments and merchants with cash surpluses as investors, and the eventual development of banks and other financial institutions.</p> <p>Use economic concepts to help explain historical developments and issues in or global contexts; for example, how competition for new markets and new ventures in the age of exploration and the age of European imperialism, or how a demand for colonial plantations led to an increase in slavery and its many consequences.</p>
<b>B. INDIVIDUALS, HOUSEHOLDS, BUSINESSES, AND GOVERNMENTS</b>	<p><b>E-1B-M1</b> explaining the role of supply and demand in a competitive market system; (1, 3, 4)</p> <p><b>E-1B-M2</b> explaining the factors that affect the production and distribution of goods and services; (1, 4)</p> <p><b>E-1B-M3</b> explaining the difference between private and public goods and services; (1, 4, 5)</p> <p><b>E-1B-M4</b> identifying the costs and benefits of government policies on competitive markets; (1, 3, 4, 5)</p> <p><b>E-1B-M5</b> identifying different types of taxes and user fees and predicting their consequences; (1, 3, 4, 5)</p> <p><b>E-1B-M6</b> determining the reasons for trade between nations, identifying costs and benefits, and recognizing the worldwide interdependence that results; (1, 4)</p> <p><b>E-1B-M7</b> describing historical and economic factors that have contributed to the development and growth of the national, state, and local economies; (1, 3, 4, 5)</p>	<p>Explain how the economic principle of supply and demand operated in early civilizations, for example, how the value, if not the price, of bread rose or fell depending on it.</p> <p>Describe how each society studied answered these basic economic questions: What is to be produced? How is it to be produced? For Whom is it to be produced? What determines the produced good or service determined?</p> <p>Compare and contrast the characteristics of a controlled economy, a free-market economy, and a mixed-market economy, citing examples of each in the civilizations studied.</p> <p>Explain the significance of the development of monetary systems on trade and manufacturing economies, such as the importance of a reliable currency system for governments and merchants with cash surpluses as investors, and the eventual development of banks and other financial institutions.</p> <p>Explain the significance of the development of monetary systems on trade and manufacturing economies, such as the importance of a reliable currency system for governments and merchants with cash surpluses as investors, and the eventual development of banks and other financial institutions.</p> <p>Compare and contrast examples of subsistence agrarian economies, such as early human settlements with examples of surplus-based agrarian and manufacturing economies.</p> <p>Use economic concepts to help explain historical developments and issues in or global contexts; for example, how competition for new markets and new ventures in the age of exploration and the age of European imperialism, or how a demand for colonial plantations led to an increase in slavery and its many consequences.</p>
<b>C. THE ECONOMY AS A WHOLE</b>	<p><b>E-1C-M1</b> explaining the meaning of economic indicators that help to describe economies; (1, 3)</p> <p><b>E-1C-M2</b> describing the influences of inflation, unemployment, and underemployment on different groups of people. (1, 4, 5)</p>	<p>Compare and contrast the characteristics of a controlled economy, a free-market economy, and a mixed-market economy, citing examples of each in the civilizations studied.</p> <p>Analyze various proposals for dealing with contemporary social issues, such as policy, acid rain, health care, and job creation, and formulate arguments that use economic reasoning for or against such proposals.</p>

## Standards

*HISTORY: Time, Continuity, and Change S*

*Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.*

Strands	Benchmarks	Core Curriculum
<b>A. HISTORICAL THINKING SKILLS</b>	<b>H-1A-M1</b> describing chronological relationships and patterns; (1, 3, 4)	Construct parallel time lines to compare chronological developments within : across cultures. Identify suitable topics for comparison, such as the span of ancient Egyptian empires or the rise of Christianity during the latter Roman Empire, or compare explorations and colonization efforts of European nations of the Americas.
	<b>H-1A-M2</b> demonstrating historical perspective through the political, social, and economic context in which an event or idea occurred; (1, 2, 3, 4)	Research topics in current events and identify and describe their historical roots; religious and social conflicts in India between Muslims and Hindus or in North America between Catholics and Protestants; or the enduring impact of imperialism on contemporary Africa, the Americas, and Asia; or the continuing spread of democracy to authoritarian or monarchical governments.
	<b>H-1A-M3</b> analyzing the impact that specific individuals, ideas, events, and decisions had on the course of history; (1, 2, 3, 4)	Interpret history through evaluation of artifacts (or images of artifacts). Identify and describe ways that the civilizations studied have influenced contemporary cultural life. Identify and describe ways that the civilizations studied have influenced contemporary political system. Identify and describe ways that the technology of the civilizations studied has shaped the way we live today.
	<b>H-1A-M4</b> analyzing historical data using primary and secondary sources; (1, 2, 3, 4)	Gather information from multiple sources, including primary and secondary sources. Identify the artifact and , if possible, its function, using context clues or secondary information to aid identification. Analyze the source, including identifying if it is a primary or secondary source, identifying the author and point of view, identifying the ideas contained in the source, and summarizing the supporting evidence for each.
	<b>H-1A-M5</b> identifying issues and problems from the past and evaluating alternative courses of action; (1, 2, 3, 4)	Interpret history through evaluation of artifacts (or images of artifacts). Identify and describe ways that the civilizations studied have influenced contemporary cultural life. Identify and describe ways that the civilizations studied have influenced contemporary political system. Identify and describe ways that the technology of the civilizations studied has shaped the way we live today.
	<b>H-1A-M6</b> conducting research in efforts to answer historical questions; (1, 2, 3, 4)	Find information by applying good study/research skills. Identify further questions for research and appropriate sources for answering
<b>B. UNITED STATES HISTORY</b>		
ERA 1: THREE WORLDS MEET (BEGINNINGS TO 1620)	<b>H-1B-M1</b> identifying and describing characteristics of societies in the Americas, Western Europe and Western Africa that increasingly interacted after 1450; (1, 3, 4)	Identify the motives behind the European exploration of the Americas. Describe the differences between Spanish, French, English, and Dutch settlers in the Americas. Explain how European exploration and settlement of the Americas affected indigenous peoples and West Africans.
	<b>H-1B-M2</b> explaining the cultural, ecological, and economic results of early European exploration and colonization; (1, 3, 4)	Describe the impact of key events of early European exploration and colonization. Identify key people and their contributions. Describe the relationships between key economic, social and cultural institutions in the Americas during the time of Early European exploration and colonization.

ERA 2: COLONIZATION AND SETTLEMENT (1565-1763)

**H-1B-M3** describing the interactions among Native Americans, early Europeans, and Africans in the Americas; (1, 3, 4)

**H-1B-M4** tracing the emergence of religious freedom and changing political institutions in the English colonies; (1, 3, 4)

**H-1B-M5** analyzing the impact of European cultural, political, and economic ideas and institutions on life in the Americas; (1, 2, 3, 4)

ERA 3: REVOLUTION AND THE NEW NATION (1754-1820s)

**H-1B-M6** explaining the causes and course of the American Revolution and the reasons for the American victory; (1, 3, 4)

**H-1B-M7** explaining the impact of the American Revolution on the politics, society, and economy of the new nation; (1, 3, 4)

**H-1B-M8** relating the institutions and practices of government established during and after the American Revolution to the foundation of the American political system; (1, 3, 4)

ERA 4: EXPANSION AND REFORM (1801-1861)

**H-1B-M9** describing the territorial expansion of the United States and analyzing the effects on relations with Native Americans and external powers. (1, 3, 4, 5)

**H-1B-M10** analyzing the changes and regional tensions created by Jacksonian democracy, the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement; (1, 2, 3, 4)

**H-1B-M11** explaining and giving examples of the reform movements that occurred during the antebellum period and evaluating their impact on American society; (1, 2, 3, 4, 5)

**H-1B-M12** describing the causes and course of the Civil War and examining the impact of the war on the American people; (1, 3, 4)

**H-1B-M13** comparing and evaluating various reconstruction plans of the post-Civil War era; (1, 2, 3, 4)

ERA 5: CIVIL WAR AND RECONSTRUCTION (1850-1877)

Explain how European exploration and settlement of the Americas affected indigenous peoples and West Africans.

Describe the relationships between key economic, social and cultural institutions during the time of Early European exploration and colonization

Describe the relationships between key economic, social and cultural institutions and how family structure influenced and was influenced by each civilization, government, and religious institutions; and how religions promoted or challenged order and societal standards.

Describe the relationships between key economic, social and cultural institutions during the time of Early European exploration and colonization.

Analyze primary and secondary source documents to draw conclusions about America.

Empathize with how colonists felt when they were taxed without representation. Use a metaphor of students and a school principal to describe the strained relationship developed between the colonies and Britain after the French and Indian War. dialogue between a Loyalist and a Patriot that includes the key arguments on independence.

Identify the key events that led to the Declaration of Independence.

Describe characteristics of the British and American military forces at the start of the American Revolution.

Identify the main reasons that the Continental Army was able to defeat the British in the Revolutionary War.

Explain how the limited powers of the Articles of Confederation created the need for a constitution and a stronger central government.

Describe the backgrounds of the delegates to the Constitutional Convention.

Explain how the Great Compromise, the three-fifths compromise, and the Electoral College Explain how political differences led to the rise of the Federalist and Democratic parties during the 1790s.

Compare different political ideas held by Alexander Hamilton and Thomas Jefferson. Explain the importance of the peaceful transfer of presidential power from Federalists to Republicans during the election of 1800.

Critique Andrew Jackson's presidency from the perspectives of the common people, rights supporters, the rich and well-born, and Native Americans.

Explain how the United States made five key territorial acquisitions from 1803-1853.

Explain the concept of Manifest Destiny and how it was used to justify U.S. expansion during this time period.

Identify important reform movements of the mid-nineteenth century.

Describe the role of women in these movements.

Identify the purpose of the Seneca Falls Convention and key grievances outlined in the Declaration of Sentiments.

List the issues that divided the North and South prior to the Civil War.

Describe the difficulty of reaching compromises on issues.

Describe the provisions of the Missouri compromise and the Compromise of 1850. Explain the Dred Scott decision and how the events that followed it led to the Civil War. Explain the problems facing the nation after the Civil War, and the opposing views on Reconstruction.

Identify the key events of the Reconstruction Era represented progress toward, or setbacks to, full citizenship for African Americans.



ERA 6: THE DEVELOPMENT OF THE INDUSTRIAL UNITED STATES (1870-1900)	<b>H-1B-M14</b> describing the impact of industrialization in the United States; (1, 3, 4)	Identify factors leading to the rise of industrialism and urbanization. Experience assembly-line work and describe the conditions for assembly-line Explain why labor unions emerged to protect workers' interests.
ERA 7: THE EMERGENCE OF MODERN AMERICA (1890-1930)	<b>H-1B-M15</b> describing the significant economic, political, social, and cultural changes that have occurred in the United States during the 20th century; (1, 3, 4) <b>H-1B-M16</b> identifying the causes and consequences of major world conflicts involving the United States; (1, 3, 4)	Describe the journey of Italian, Jewish, Chinese and Mexican immigrants to the United States. Describe key ideas and beliefs of nine Progressive Era figures Identify important reforms of the Progressive Era. Explain U.S. actions in acquiring Hawaii and Panama. Describe U.S. participation in the Spanish American War. Explain U.S. involvement in World War I, war strategies, and the role of the the Treaty of Versailles. Analyze political cartoons and determine each cartoonist's point of view toward U.S. actions during the period.
ERA 8: THE GREAT DEPRESSION AND WORLD WAR II (1929-1945)	<b>H-1B-M17</b> describing the impact of the Great Depression and World War II on American society; (1, 3, 4)	Explain key events of the Roaring Twenties, the Great Depression and the New Deal. Determine which World War II military operations contributed most to the Allied victory. Map the major military operations and battles of World War II.
ERA 9: CONTEMPORARY UNITED STATES (1945 TO THE PRESENT)	<b>H-1B-M18</b> discussing significant developments and issues in contemporary United States history; (1, 2, 3, 4, 5)	Describe the origins and development of the Cold War. Summarize different types of Cold War conflicts in various parts of the world including Korea, Vietnam, and Cuba. Summarize the key events of the Civil Rights movement. Summarize influential events from the decades of the 1950s to today.

## C. WORLD HISTORY

ERA 1: THE BEGINNINGS OF SOCIETY	<b>H-1C-M1</b> describing the earliest human communities; (1, 3, 4) <b>H-1C-M2</b> explaining the emergence of agricultural societies around the world; (1, 3, 4)	Not taught in 8th grade Not taught in 8th grade
ERA 2: THE RISE OF EARLY CIVILIZATIONS (4000-1000 B.C.)	<b>H-1C-M3</b> identifying the major characteristics of early civilizations in Mesopotamia, Egypt, and the Indus valley; (1, 3, 4) <b>H-1C-M4</b> tracing the development and expansion of agricultural societies and the emergence of new states; (1, 3, 4) <b>H-1C-M5</b> analyzing the political, social, and cultural consequences of population movements and militarization in Europe and Asia; (1, 2, 3, 4)	Not taught in 8th grade Not taught in 8th grade Not taught in 8th grade
ERA 3: CLASSICAL TRADITIONS, MAJOR RELIGIONS, AND GIANT EMPIRES (1000 B.C.-A.D. 300)	<b>H-1C-M6</b> discussing and giving examples of technological and cultural innovation and change;(1, 3, 4) <b>H-1C-M7</b> describing the classical civilizations and examining their interactions and influences; (1, 3, 4)  <b>H-1C-M8</b> describing and comparing the emergence of major religions and large-scale empires in the Mediterranean basin, China, and India; (1, 3, 4)	Not taught in 8th grade Not taught in 8th grade  Not taught in 8th grade

ERA 4: EXPANDING ZONES OF EXCHANGE AND ENCOUNTER (A.D. 300-1000)	<b>H-1C-M9</b> tracing the expansion of major religions and cultural traditions and examining the impact on civilizations in Europe, Asia, and Africa; (1, 3, 4)	Not taught in 8th grade
	<b>H-1C-M10</b> analyzing the political, social, and cultural developments and changes that resulted from the rise and fall of empires and kingdoms in Europe, Asia, Africa, and the Americas; (1, 2, 3, 4)	Not taught in 8th grade
ERA 5: INTENSIFIED HEMISPHERIC INTERACTIONS (A.D. 1000-1500)	<b>H-1C-M11</b> analyzing the cultural and economic impact of the interregional system of communication and trade that developed among the peoples of Europe, Asia, and Africa; (1, 2, 3, 4)	Not taught in 8th grade
	<b>H-1C-M12</b> explaining the developments and events that led to the political, social, cultural, and economic transformation of Europe; (1, 3, 4)	Not taught in 8th grade
	<b>H-1C-M13</b> describing the development and expansion of complex societies and empires in the Americas; (1, 3, 4)	Not taught in 8th grade
ERA 6: EMERGENCE OF THE FIRST GLOBAL AGE (1450-1770)	<b>H-1C-M14</b> explaining the political, cultural, and economic developments and trends of major world regions that resulted in the transformation of societies in the fifteenth through the mid-eighteenth centuries; (1, 3, 4)	Not taught in 8th grade
ERA 7: AN AGE OF REVOLUTIONS (1750-1914)	<b>H-1C-M15</b> determining and discussing the impact of the political, agricultural, and industrial revolutions on societies around the world; (1, 3, 4)	Not taught in 8th grade
	<b>H-1C-M16</b> describing the transformation of world societies that occurred during an era of global trade and Western domination; (1, 3, 4)	Not taught in 8th grade
ERA 8: A HALF-CENTURY OF CRISIS AND ACHIEVEMENT (1900-1945)	<b>H-1C-M17</b> identifying the causes and worldwide consequences of major 20th century conflicts; (1, 3, 4)	Not taught in 8th grade
ERA 9: THE 20TH CENTURY SINCE 1945 (1945 TO THE PRESENT)	<b>H-1C-M18</b> identifying and discussing significant political, economic, social, cultural, and technological trends that have had an impact on the modern world. (1, 3, 4, 5)	Not taught in 8th grade
<b>D. LOUISIANA HISTORY</b>	<b>H-1D-M1</b> describing the contributions of people, events, movements, and ideas that have been significant in the history of Louisiana; (1, 3, 4)	Describe and list the key events, people, movements and ideas in the history

**H-1D-M2** tracing the development of the various governments that have been established in Louisiana throughout history; (1, 3, 4, 5)

**H-1D-M3** identifying and discussing the major conflicts in Louisiana's past; (1, 2, 3, 4)

**H-1D-M4** locating and describing Louisiana's geographic features and examining their impact on people past and present; (1, 3, 4)

**H-1D-M5** tracing the development and growth of Louisiana's economy throughout its history; (1, 3, 4)

**H-1D-M6** examining folklore and describing how cultural elements have shaped our state and local heritage. (1, 3, 4)

Identify the characteristics and describe the advantages and disadvantages of of government, including theocracy, monarchy, oligarchy, and democracy (b representative democracies).

Compare political institutions and processes in Louisiana, focusing on how a laws are made, carried out and enforced.

Identify and describe the major conflicts in Louisiana's past.

Use and construct a variety of special-purpose maps to explain, analyze and i Louisiana's geographic features and their impact of human interaction.

Examine and describe the economy of Louisiana throughout the development the state.

Identify the characteristics of early works of history, such as legends, myths, that mixed fact and fiction, emphasized heroic adventure, and lacked docume

## **LOUISIANA PHYSICAL EDUCATION STANDARDS**

### **1. Demonstrates competency in many movement forms and proficiency in a few movement forms (1,2,5)**

The intent of this standard is the development of movement competence and proficiency. Movement competence implies the development of sufficient ability to enjoy participation in physical activities and establishes a foundation to facilitate continued motor skill acquisition and increased ability to engage in appropriate motor patterns in daily physical activities. The development of proficiency in a few movement forms gives the student the capacity for successful and advanced levels of performance to further increase the likelihood of participation. In the primary years students develop maturity and versatility in the use of fundamental skills (e.g., running, skipping, throwing, striking) that are further refined, combined and varied during the middle school years. These motor patterns, now having evolved into specialized skills (e.g., a specific dance step, chest pass, catching with a glove), are used in increasingly more complex movement environments (more players or participants, rules, and strategies) through the On the basis of interest and ability, high school students select a few activities for regular participation within which proficiency will be developed. In preparation for adulthood, students should have acquired the basic skills to participate in a wide variety of leisure and work-related physical activities and advanced skills in at least two or three areas.

### **2. Applies movement concepts and principles to the learning and development of motor skills (1,2,4)**

This standard concerns the ability of the learner to use cognitive information to understand and enhance motor skill acquisition and performance. This includes the application of concepts from disciplines such as motor learning and development, sport psychology and sociology, biomechanics, and exercise physiology. Specifically this would include concepts like increasing force production through the summation of forces, effects of anxiety on performance, and the principle of specificity of training. Knowledge of such concepts and practice applying these concepts enhances the likelihood of independent learning and, therefore, more regular and effective participation in physical activity. During the lower elementary years emphasis is placed on establishing a movement vocabulary and the initial application of introductory concepts (e.g., for absorption, principles governing equilibrium, application of force).

Through the upper elementary and middle school years an emphasis is placed on learning more and increasingly complex concepts. In addition, emphasis is placed on applying and generalizing these concepts to real life physical activity situations (e.g., managing stress and the effect of growth spurt on movement performance). During the high school years the student should possess sufficient knowledge of concepts to independently and routinely use a wide variety of increasingly complex concepts (e.g., performance trends associated with learning new motor skills, specificity of training). By graduation the student should have developed sufficient knowledge and ability to independently use their knowledge to acquire new skills while continuing to refine existing ones.

### **3. Exhibits a physically active lifestyle (1,2,3,4,5)**

The intent of this standard is to establish patterns of regular participation in meaningful physical activity. This standard should connect what is done in the physical education class with the lives of students outside of physical education. While participation within the physical education class is important, what the student does outside the physical education class is critical to developing an active, healthy lifestyle. Students are more likely to participate if they have had opportunities to develop movement competence and they should be encouraged to participate in vigorous and unstructured play. As students get older the structure of activity tends to increase, and the opportunities for participation in different types of activity increase outside of the physical education class. Attainment of this standard should develop an awareness of those opportunities and encourage a broad level of participation.

Cognitive understandings develop from an initial awareness of cause and effect relationships between activity, and its immediate and identifiable effects on the body, to an increased understanding of the role of physical activity on the physiological body, social opportunities and relationships, and emotional well being. This yields a comprehensive perspective on maintaining the idea of a healthy lifestyle.

### **4. Achieves and maintains a health-enhancing level of physical fitness (2,3,4,5)**

The intent of this standard is for the student to achieve a health-enhancing level of physical fitness. Students should be encouraged to develop higher levels of basic fitness and physical competence as needed for many work situations and active leisure participation. Health-related fitness components include cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. Expectations for students' fitness levels should be established on a personal basis, taking into account variation in entry levels rather than setting a single set of standards for all children at a given grade level. For elementary children, the emphasis is on promoting an awareness of fitness components and having fun while participating in health-enhancing activities that promote physical fitness. Middle school students gradually acquire a greater understanding of the fitness components, how each is developed and maintained, and the importance of each in overall fitness. Secondary students are able to design and develop an appropriate personal fitness program that enables them to achieve desired levels of fitness. Thus students should have both the ability and willingness to accept responsibility for personal fitness which fosters an active, healthy lifestyle.

### **5. Demonstrates responsible personal and social behavior in physical activity settings (1,2,5)**

The intent of this standard is the achievement of self-initiated behaviors that promote personal and group success in activity-oriented settings. These include safe practices, adherence to rules and procedure, etiquette, cooperation, teamwork, ethical behavior in sport, and positive social interaction. Achievement of this standard in the lower elementary grades begins with recognition of classroom rules and procedures, as well as a focus on safety. In the upper elementary levels, students identify the purposes for rules and procedures and become involved in decision-making processes to establish rules and procedures for specific activity situations. High school students initiate responsible behavior and function independently and responsibly, while positively influencing the behavior of others in physical activity settings.

## **6. Demonstrates understanding and respect for differences among people in physical activity settings (1,5)**

The intent of this standard is to develop respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, shape), gender, race, and socio-economic status. Elementary school students begin to recognize individual similarities and differences and participate cooperatively in physical activity. By middle school, students participate cooperatively in physical activity with persons with diverse characteristics and backgrounds. High school students are expected to be able to participate with all people, recognize the value of diversity in physical activity, and develop strategies for inclusion of others.

## **7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction (1,4)**

This standard is designed to develop an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity can provide opportunity for self-expression and social interaction and can be enjoyable, challenging, and fun. These benefits entice people to continue participation in activity throughout the life span. Elementary school children derive pleasure from movement sensations and experience challenge and joy as they sense a growing competence in movement ability. At the middle school level, participation in physical activity provides important opportunities for challenge, social interaction and group membership, as well as opportunities for continued personal growth in physical skills and their applied settings. Participation at the high school level continues to provide enjoyment and challenge as well as opportunities for self-expression and social interaction. As a result of these intrinsic benefits of participation, students will begin to

### **LOUISIANA CONTENT STANDARDS FOUNDATION SKILLS**

The Louisiana Content Standards Task Force has developed the following foundation skills that should apply to all disciplines:

- 1. Communication:** A process by which information is exchanged and a concept of “meaning” is created and shared between individuals through a common system of symbols, signs, or behavior. Students should be able to communicate clearly, fluently, strategically, technologically, critically, and creatively in society and in a variety of workplaces. This process can best be accomplished through use of the following skills: reading, writing, speaking, listening, viewing, and visually representing.
- 2. Problem-Solving:** The identification of an obstacle or challenge and the application of knowledge and thinking process which include reasoning, decision-making, and inquiry in order to reach a solution using multiple pathways, even when no routine path is apparent.
- 3. Resource Access and Utilization:** The process of identifying, locating, selecting, and using resource tools to help in analyzing, synthesizing, and communicating information. The identification and employment of appropriate tools, techniques, and technologies are essential in all learning processes. These resource tools include pen, pencil, paper, audio/video material, word processors, computers, interactive devices, telecommunication, and other emerging technologies.
- 4. Linking and Generating Knowledge:** The effective use of cognitive processes to generate and link knowledge across the disciplines and in a variety of contexts. In order to engage in the principles of continued improvement, students must be able to transfer and elaborate on these processes. “Transfer” refers to the ability to apply a strategy or content knowledge effectively in a setting or context other than that in which it was originally learned. “Elaboration” refers to monitoring, adjusting, and expanding strategies into other contexts.
- 5. Citizenship:** The application of the understanding of the ideals, rights, and responsibilities of active participation in a democratic republic that includes: working respectfully and productively together for the benefit of the individual and the community; being accountable for one’s civil, constitutional, and statutory rights; and mentoring others to be productive citizens and lifelong learners.

Note: These foundation skills are listed numerically in parentheses at the end of each benchmark.

## Coding Key for Benchmarks

Standards are broad goals for student achievement in a content area. Each standard is followed by a set of benchmarks. The benchmarks state what a student should know and be able to do in order to reach the standard. The key below will explain the coding used for the benchmarks contained in this document. The first number indicates the standards number. The capital letter represents the cluster level. The third symbol is a second number, which represent the benchmark number. The letters for each grade cluster level are below:

**P** represents the primary cluster level, grades K-2.

**E** represents the elementary cluster level, grades 3-5.

**M** represents the middle school cluster level, grades 6-8.

*Example:*

**2-E-4** would represent benchmark **four** for standard **two** on the **Elementary** Level (grades 3-5). The numbers in parentheses at the end of each benchmark are the numbers for the Louisiana Standards Foundation Skills found on page two of this document.

## Elementary Level Health: Eight Grade

Standards	Benchmarks	Core Curriculum
<b>STANDARD 1: Students will comprehend concepts and strategies related to health promotion and disease prevention.</b>	<b>1-M-1</b> describe relationships among physical, mental, emotional and social health	<ul style="list-style-type: none"> <li>· Know what types of physical activity are important for i</li> <li>· Understand factors that are detrimental to good health and stress.</li> <li>· Understand how physical activity is important for weigh</li> <li>· Identify several activities that contribute to the develop fitness components.</li> <li>· Make informed decisions regarding personal wellness considering alternatives and understanding the consequ choices.</li> <li>· Identify activities that can be performed outside the scl</li> <li>· Demonstrate the ability to set physical activity goals in activity.</li> <li>· Work with minimal supervision in pursuit of personal fit</li> <li>· Understand how proper nutrition is important for physic</li> </ul>
	<b>1-M-2</b> evaluate healthy and unhealthy lifestyles ( e.g., preventive health measures, physical fitness, nutrition, obesity, eating dis-orders, stress, etc.)	
	<b>1-M-3</b> examine the structure and function of body systems and its relation to wellness	<ul style="list-style-type: none"> <li>· Explain the relationship between positive health behav illness, disease, injury, and premature death.</li> <li>· Explain how health is influenced by the interaction of b</li> <li>· Describe how peers and family influence the health of</li> <li>· Describe how lifestyle, pathogens, family history and c to the cause or prevention of disease and other health p</li> <li>· Analyze a personal health assessment to determine h</li> <li>· Distinguish between safe and harmful/risky behaviors</li> <li>· Demonstrate ways to avoid and reduce threatening sit</li> <li>· Demonstrate strategies to manage stress.</li> </ul>
	<b>1-M-4</b> analyze high risk behaviors to determine their impact on wellness (e.g., disease transmission, suicidal tendencies, substance use and abuse, etc.)	
	<b>1-M-5</b> determine factors that influence violence and strategies for avoiding unhealthy situations	



**STANDARD 2: Students will demonstrate the ability to access and evaluate the validity of health information and health promoting products and services.**

**2-M-1** locate valid health information using various sources (e.g., Internet, videos, print, television, etc.)

**2-M-2** identify how media influences the selection of health information and products

**2-M-3** locate and evaluate functions of community health agencies and professional health services

**2-M-4** examine the effectiveness of health products and services

- Understand the influence of culture, media, and technology about personal and community health issues. They will health information, products, and services.

- Make informed decisions regarding personal wellness considering alternatives, and understanding the consequences of such choices.

- Demonstrate the ability to apply a decision-making process to problems.

- Predict outcomes of positive health decisions.

- Set personal health goals and track progress toward them.

- Express information and opinions about health issues.

- Demonstrate the ability to influence and support others' choices.

**STANDARD 3: Students will demonstrate the ability to practice positive health behaviors and reduce health risks.**

**3-M-1** identify personal health needs and develop long-term goals for a healthy lifestyle

**3-M-2** examine physical fitness assessments and their role in developing a personal wellness program

**3-M-3** develop injury prevention and management strategies for personal and family health

- Explain the relationship between positive health behaviors and illness, disease, injury, and premature death.

- Explain how health is influenced by the interaction of biological, environmental, and behavioral factors.

- Describe how peers and family influence the health of individuals.

- Describe how lifestyle, pathogens, family history and other factors contribute to the cause or prevention of disease and other health problems.

- Analyze a personal health assessment to determine health status.

- Distinguish between safe and harmful/risky behaviors.

- Demonstrate ways to avoid and reduce threatening situations.

- Demonstrate strategies to manage stress.

**STANDARD 4: Students will analyze the impact of the media, technology, economy, culture, and other factors on health through the use of technological resources.**

**4-M-1** investigate the quality of health care provided in other countries

**4-M-2** compare and contrast the health of different cultures, race and ethnicity

**4-M-3** investigate the impact of media (e.g., television, newspaper, billboards, magazines, Internet) on positive and negative health behaviors

**4-M-4** describe the ways that technology affects health (e.g., video games, computers, high technological medical equipment, etc.)

- Understand the influence of culture, media, and technology about personal and community health issues. They will health information, products, and services.

- Make informed decisions regarding personal wellness considering alternatives, and understanding the consequences of such choices.

- Express information and opinions about health issues.

- Identify several activities that contribute to the development of fitness components.

- Describe how the family influences personal health.

**4-M-5** assess ways in which various media influence buying decisions (e.g., health products, medicines, food)

**STANDARD 5: Students will demonstrate individual and interpersonal communication skills necessary to enhance health.**

**5-M-1** demonstrate verbal and non-verbal skills to communicate care, self-control, and respect for all

**5-M-2** distinguish between positive and negative peer pressure and analyze the impact of peer pressure on decision making

**5-M-3** demonstrate refusal and conflict resolution skills to develop and maintain healthy relationships with peers, family and others in socially acceptable ways

**5-M-4** demonstrate positive decision-making and problem solving skills

**5-M-5** develop strategies and skills for attaining personal health goals

- Describe how peers and family influence the health of
- Describe how lifestyle, pathogens, family history and o to the cause or prevention of disease and other health p
- Demonstrate the ability to apply a decision-making pro problems.
- Demonstrate the ability to influence and support others choices.
- Make informed decisions regarding personal wellness considering alternatives and understanding the consequ choices.
- Distinguish between safe and harmful/risky behaviors
- Demonstrate ways to avoid and reduce threatening sit
- Demonstrate strategies to manage stress.

- Apply strategies and skills needed to attain personal h
- Develop a plan that addresses personal strengths, nec
- Work with minimal supervision in pursuit of personal fit

**STANDARD 6: Students will demonstrate the ability to advocate personal, family, and community health.**

**6-M-1** develop strategies to encourage and influence others in making positive health choices (e.g., healthy food choices, abstaining from alcohol, tobacco, and illegal drug use, etc.)

**6-M-2** analyze various communication methods to accurately express health ideas and opinions

**6-M-3** identify barriers to effective communication about health issues

**6-M-4** demonstrate the ability to work cooperatively when advocating for healthy individuals, families, and schools

- Demonstrate the ability to apply a decision-making pro problems individually and collaboratively.
- Predict how decisions regarding health behaviors have others.
- Demonstrate the ability to influence and support others choices.
- Express information and opinions about health issues.
- Make informed decisions regarding personal wellness considering alternatives and understanding the consequ choices.
- Demonstrate ways to avoid and reduce threatening sit
- Identify indicators of mental, emotional, social, and phy environment influences these aspects.
- Identify common health problems of children and how
- Distinguish between safe and harmful/risky behaviors
- Demonstrate ways to avoid and reduce threatening sit
- Demonstrate strategies to manage stress.

## Elementary Level Technology: Fourth Grade

Standards	Benchmarks	Core Curriculum
<b>1. Technology Communication Tools (<i>Communication Foundation Skill</i>)</b>		
Students use telecommunications to collaborate, publish, and interact with peers, experts and other audiences.	E. Use a variety of developmentally appropriate resources and productivity tools (e.g., logical thinking programs, writing and graphic tools, digital cameras, graphing software) for communication, presentation, and illustration of thoughts, ideas, and stories (e.g., signs, posters, banners, charts, journals, newsletters, and multimedia presentation.) (1,3,4)	Develop a timeline that traces communication technology Trace the development of communication technology Develop a timeline that traces production of communication technology Identify complex tools name and explain its function Select appropriate tools for tasks
Students use a variety of media and formats to communicate and present information and ideas effectively to multiple audiences.	F. Use technology tools (e.g., publishing, multimedia tools, and word processing software) for individual and for simple collaborative writing, communication, and publishing activities for a variety of audiences. (1,3) G. Gather information and communicate with others using telecommunications (e.g., email, video conference, internet) with support from teachers, family members, or peers. (1,4,5,6)	Realize the relative short period of time that has shaped the history of the country Look at potential for growth in the field of technology
<b>2. Technology Problem-Solving and Decision-Making Tools (<i>Problem Solving Foundation Skill</i>)</b>		
Students use appropriate technology resources for solving problems and making informed decisions.		Develop a timeline that traces communication technology Trace the development of communication technology Develop a timeline that traces production of communication technology Identify complex tools name and explain its function Select appropriate tools for tasks
Students employ technology for real world problem solving.	I. Evaluate electronic information for accuracy, relevance, appropriateness, comprehensiveness, and bias. (2,4,5) J. Use technology resources to assist in problem-solving, self-directed learning, and extended learning activities. (2,4)	Realize the relative short period of time that has shaped the history of the country Look at potential for growth in the field of technology Develop a timeline that traces transportation technology Investigate how transportation technology affects Louisiana Investigate how transportation effects economic development
Students evaluate the technology selected, the process, and the final results through the use of informed decision-making skills.		Investigate famous construction projects throughout the world Investigate bridge types and function Design and construct at least three different structures to meet goals

### 3. Technology Productivity Tools (*Resource Access and Utilization Foundation Skill*)

Students use technology tools to enhance learning, increase productivity, and promote creativity.

E. Use a variety of developmentally appropriate resources and productivity tools (e.g., logical thinking programs, writing and graphic tools, digital cameras, graphing software) for communication, presentation, and illustration of thoughts, ideas, and stories (e.g., signs, posters, banners, charts, journals, newsletters, and multimedia presentation.) (1,3,4)

Students use productivity tools to work collaboratively in developing technology-rich, authentic, student-centered products.

F. Use technology tools (e.g., publishing, multimedia tools, and word processing software) for individual and for simple collaborative writing, communication, and publishing activities for a variety of audiences. (1,3)

Develop a timeline that traces communication  
Trace the development of communication  
Develop a timeline that traces production  
Identify complex tools name and explain s  
Select appropriate tools for tasks

Realize the relative short period of time th  
the history of the country  
Look at potential for growth in the field of  
Follow all safety rules for equipment they

### 4. Technology Research Tools (*Linking and Generating Knowledge Foundation Skill*)

Students use appropriate technology to locate, evaluate, and collect information from a variety of sources.

E. Use a variety of developmentally appropriate resources and productivity tools (e.g., logical thinking programs, writing and graphic tools, digital cameras, graphing software) for communication, presentation, and illustration of thoughts, ideas, and stories (e.g., signs, posters, banners, charts, journals, newsletters, and multimedia presentation.) (1,3,4)

Students use technology tools to process data and report results.

G. Gather information and communicate with others using telecommunications (e.g., email, video conference, internet) with support from teachers, family members, or peers. (1,4,5,6)

Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.

H. Utilize search strategies employing keywords, phrases, and Boolean operators (and, or, not) to access and retrieve information. (4)  
I. Evaluate electronic information for accuracy, relevance, appropriateness, comprehensiveness, and bias. (2,4,5)  
J. Use technology resources to assist in problem-solving, self-directed learning, and extended learning activities. (2,4)

Develop a timeline that traces communication  
Trace the development of communication  
Develop a timeline that traces production  
Identify complex tools name and explain s  
Select appropriate tools for tasks

Realize the relative short period of time th  
the history of the country  
Look at potential for growth in the field of  
Develop a timeline that traces transportation  
Investigate how transportation technology  
Louisiana  
Investigate how transportation effects economic

Investigate famous construction projects th  
Investigate bridge types and function  
Design and construct at least three different  
goals

## 5. Social, Ethical, and Human Issues (*Citizenship Foundation Skill*)

Students understand the ethical, cultural, and societal issues related to technology.

Students practice responsible use of technology systems, information, and software.

Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

- A. Identify, explain, and effectively use input, output and storage devices of computers and other technologies (e.g., keyboard, mouse, scanner, adaptive devices, monitor, printer floppy disk, hard drive). (5,6)
- C. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (5,6)
- D. Discuss basic issues related to responsible use of technology and information; and describe personal consequences of inappropriate use. (5)
- G. Gather information and communicate with others using telecommunications (e.g., email, video conference, internet) with support from teachers, family members, or peers. (1,4,5,6)
- I. Evaluate electronic information for accuracy, relevance, appropriateness, comprehensiveness, and bias. (2,4,5)

Develop a timeline that traces communication technology  
Trace the development of communication technology  
Develop a timeline that traces production of technology  
Identify complex tools name and explain its use  
Select appropriate tools for tasks  
Realize the relative short period of time that technology has shaped the history of the country  
Look at potential for growth in the field of technology  
Compare and contrast the country with another country  
Compare and contrast the town with and without technology  
Investigate production technologies in Louisiana

Follow all safety rules for equipment they use  
Explain why the demand for people in technology is growing  
Design & construct at least 3 different projects using technology  
Compare medical treatment of common ailments with and without technology  
Discuss life expectancy  
Determine what other fields besides medicine use technology  
biologically related technology

## 6. Basic Operations and Concepts

Students demonstrate a sound understanding of the nature and operation of technology systems.

Students are proficient in the use of technology.

- A. Identify, explain, and effectively use input, output and storage devices of computers and other technologies (e.g., keyboard, mouse, scanner, adaptive devices, monitor, printer floppy disk, hard drive). (5,6)
- B. Use accurate and developmentally appropriate terminology (e.g., cursor, software, hardware, pull down menu, window, disk drive, hard drive, CD-ROM, laser disc) when referring to technology. (6)
- C. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (5,6)
- G. Gather information and communicate with others using telecommunications (e.g., email, video conference, internet) with support from teachers, family members, or peers. (1,4,5,6)

Develop a timeline that traces communication technology  
Trace the development of communication technology  
Develop a timeline that traces production of technology  
Identify complex tools name and explain its use  
Select appropriate tools for tasks  
Realize the relative short period of time that technology has shaped the history of the country  
Look at potential for growth in the field of technology  
Develop a time line of power technology systems  
Investigate how Louisiana was powered without technology  
how it has changed over time to the current technology

Follow all safety rules for equipment they  
Determine what energy use was like in the  
Determine means of energy production and  
Brainstorm ways of energy will be produced

# Student Management Handbook





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# Introduction

## Edison Student Management Plan Handbook

Effective student management requires thoughtful and careful planning well in advance of the opening of school. A comprehensive Edison Student Management Plan will include:

- The Code of Conduct
- Positive Behavioral Expectations
- Student Conduct Intensive Lesson Plans
- Positive Incentive System
- Discipline Code
- Behavior Support Team
- School Safety Plan

In addition to these documents, the plan outlines clear procedures for disciplinary interventions including out-of-classroom placements (Time Out Rooms), designates clear responsibilities for Behavior Support Team members and other school staff, and sets in place a reliable and effective student management tracking system using your student information system.

This handbook provides information, resources, and templates to guide the development of your Student Management Plan.

To create your school's Student Management Plan, the leadership team will need to gather the input of the school community and prepare these documents. Once the plan is completed, the leadership team will conduct teacher trainings, parent meetings, and student conduct intensives to ensure that everyone understands the plan and commits to its success.

Your Student Management Plan will be most effective and have the greatest impact on children when implemented and consistently supported by staff from day one. Appropriate conduct must be promoted and supported from the moment that students enter the school. Schools need to be safe and orderly before a supportive and inspiring learning environment can be developed, and these are prerequisites for academic achievement. Ongoing maintenance of the plan will include frequent evaluation of the school environment, analysis of the discipline referral data, and problem solving to address issues as they arise.

Call on your Achievement Vice President or Director for any support you may need. Their goal is to help you get off to the best start and support you throughout the year.

# Code of Conduct

## Code of Conduct

The Code of Conduct is a concise statement of the behavioral norms of the school community that each member commits to follow, support, and enforce. Almost like a motto or creed, it sets the tone of the school and guides interactions. The Code of Conduct is the foundation for the entire school management plan.

The Code of Conduct brings the school community together and sets a high standard for responsible behavior. One reason each Edison School creates its own Code of Conduct is because the very process of writing a code can be valuable. During this process many ideas, issues, and concerns that need to be discussed come to the surface. By hearing everyone's goals for the school and how they agree to behave, the community gains both direction and cohesiveness.

In addition, the Code provides guidance for everyone's behavior. A global Code of Conduct can cover almost every type of misbehavior avoiding the need to have an endless list of school rules. Usually the Code is written for the students, but the adults in the school need to be prepared to consistently model the Code for students.

### Establishing Your School's Code of Conduct

#### Guidelines for Writing a Code

- Schedule enough time to fully develop your code.
- Keep it concise so that it is easily remembered.
- Write positive behavioral statements so that everyone knows what to do. "Be Kind" is much more effective than "Don't Be Mean" and sets a more positive tone.
- Write the code from the students' point of view using language that is developmentally appropriate.

#### Define the Code of Conduct

- Define behaviors that operationalize the code.
- Gather the input of all members of the community—staff, parents and students.
- Clarify the positive behavioral expectations for each school setting.

### Teach the Code of Conduct

- Ensure all members of the school community can identify the positive behavioral expectations through staff training, student conduct intensives, and parent meetings.
- Create a supportive physical environment by posting the Code of Conduct and the behavioral expectations throughout the school.

### Reinforce the Code of Conduct

- Frequently praise students for demonstrating behaviors consistent with the code.
- Create, implement and monitor a positive incentive system.

### Enforce the Code of Conduct

- Check student understanding and reteach expectations as necessary.
- Use *Cooperative Discipline* intervention techniques.
- Follow guidelines in the school Discipline Code when violations occur.

## Code of Conduct Samples

I am respectful.  
I am responsible.  
I am safe.

I am here to learn. Therefore I will:

- Respect myself, others, and the environment.
- Cooperate with all school personnel.
- Do nothing to keep the teacher from teaching and anyone, myself included, from learning.

- *I will treat everyone with courtesy and respect.*
- *I will show respect for school and personal property.*
- *I will help create and maintain a positive and safe learning environment.*
- *I will always be prepared to do my best to learn.*
- *I will model excellence in all that I do.*
- *I will help everyone in this school feel capable, connected, and contributing.*

- I am responsible.
- I am safe.
- I am prepared.



# Behavioral Expectations

## Writing Schoolwide Behavioral Expectations

Once you have your code, the next step is to clarify the behaviors that demonstrate the Code of Conduct. When you answer the question, "What does it look and sound like when the Code of Conduct is being followed?" you are zeroing in on the behaviors that will need to be taught to the students.

Using the following grid, describe the behavioral expectations for each area of your school including:

- hallways
- cafeteria
- auditorium
- gymnasium
- playground
- bus
- classroom
- entrances

For example, if the school code of conduct includes "Being Kind" your behavioral expectations for the cafeteria would include saying "Thank you " to the lunchroom staff and welcoming other students to join them. Write them in ways that will be easy for your students to remember.

This step also helps your staff members identify those behaviors that they can verbally praise when they see students exhibiting positive behaviors that contribute to the overall atmosphere of the school.

You may want to consider going through this process with students as well. Especially for older students, this process encourages buy-in for positive behaviors.

Once you have completed a grid for each area of your school, select the 3 - 5 behaviors that need to be established right away. These behaviors will be the focus of your Conduct Intensive. Some strategies for helping make the behaviors memorable for staff and students alike follow.

Use Acronyms:

**Hall**

H: Hands behind your back

A: All eyes forward

L: Lips zipped.

L: Low speed

**Uncle** (for the bathroom)

U: Use it

N: Neatly

C: Conserve as you clean

L: Leave quickly

E: every minute counts

Or catchy phrases or slogans:

**Smooth Moves**

- Walk on the right side of the hall.
- Single file lines.
- Silence in the hall.
- Keep hands, feet, and objects to yourself.
- Line up quickly and quietly.
- Enter and exit at assigned doors.

**Kindness Counts**

- Make everyone feel safe both physically and verbally.
- Use "put-ups".
- Share positive comments.
- Include others in games and activities.

## Code of Conduct Schoolwide Expectations

**Setting:** *Cafeteria*

**Code of  
Conduct Says:**

**Positive  
Expectations**

<i>Be Kind</i>	<i>Be Safe</i>	<i>Be Responsible</i>
<i>Say thank you</i>	<i>Walk to and from your seat</i>	<i>Take care of your trash</i>
<i>Invite others to sit next to you</i>	<i>Chew your food carefully</i>	<i>Bring your lunch money</i>
<i>Remember your manners</i>	<i>Eat only your food</i>	<i>Carry your tray with both hands</i>

## Code of Conduct Schoolwide Expectations

### Setting:

Code of  
Conduct Says:

Positive  
Expectations

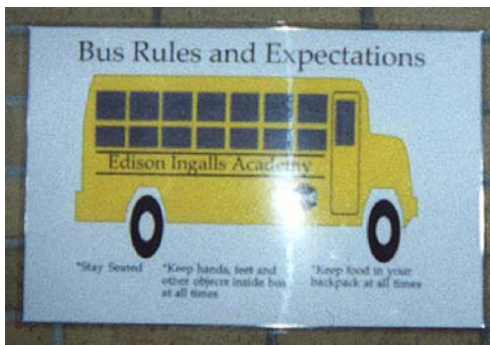
# Building a Supportive Environment

## Build a Supportive Environment

Help your students be successful by building a supportive and positive physical environment. Start with an inviting, clean, and well-maintained building. This will create an atmosphere that communicates concern for students' safety and welfare. Make sure walls, both inside and out, are graffiti-free and displays are well maintained.

Then use signs and other visual cues to remind both students and staff of the Code of Conduct and the expected behaviors in each area of the school.

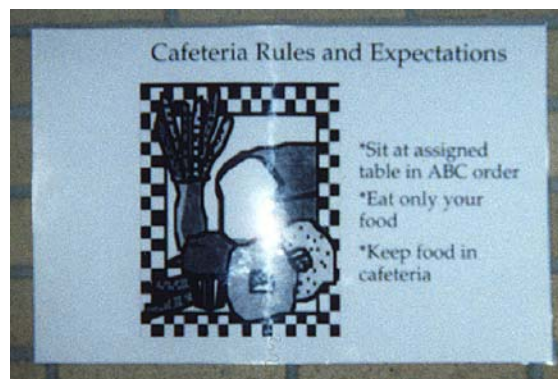
- Post the Code of Conduct throughout the school.
- Post signs with the expected behaviors in the hallways, cafeteria, auditorium, etc.
- Use other environmental cues (i.e. stop signs or "quiet zone" signs at the ends of hallways, yellow lines in the hallways to show travel lanes)



*Post signs in strategic locations*



*Post cues to remind students of expectations*



*Keep expected behaviors simple*

Use the checklist on the follow page to monitor your supportive environment.

## Supportive Environment Checklist

Date: \_\_\_\_\_  
 Completed By: \_\_\_\_\_

Location	Code Posted	Behaviors Posted	Other Visual Cues	Comments
Main Entrance	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Other Entries	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Stairwells	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Auditorium	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Gymnasium	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Playground	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Bus	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Hallways	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Cafeteria	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Library	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Computer Lab	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No		



# Teaching the Code

## Teaching the Code and the Expectations

Once again, it's not enough to write the school Code of Conduct and behavioral expectations and post them you also need to teach them to your students.

### **The Conduct Intensive**

"Intensive" is an Edison term for a concentrated and focused course of study in which the whole school participates. The focus of the Conduct Intensive is student management.

Here's how it works:

During the first weeks of school, in addition to teaching the curriculum, every class devotes a significant amount of time on lessons devoted to teaching the school Code of Conduct and practicing the expected behaviors for each area of the school. The lesson plans in the Intensive do not assume students know appropriate behavior and therefore explicitly teach what is expected. The goals of the intensive are to be sure students can articulate and demonstrate the code and that they're motivated to follow it.

The lessons created for teaching the code are not unlike any other curriculum area. Just telling students is not enough. Students will need quality and engaging instruction including discussion, guided practice, and feedback in order to learn the expected behaviors. They need to be actively involved in understanding, practicing, and internalizing the code. These lesson plans also use fun activities to increase student enthusiasm and use positive reinforcement and incentives to engage their cooperation.

### Objectives of the Conduct Intensive

- Teach the Code of Conduct, the behavioral expectations, and the positive incentive system.
- Set the expectation that all students will be held accountable for all of their behavior all of the time.
- Teach students how to monitor their behavior and evaluate their choices.
- Involve students in creating and maintaining their own learning environment.
- Motivate students to follow the Code of Conduct.

## Sample Conduct Intensive Activities

### Post the Code and Expectations

Make sure the code and the behavioral expectations are posted in prominent locations and are developmentally appropriate. If you teach younger students, you may want to use pictures or icons on your code poster.

- Have students write, decorate and attach a personal copy of the code to their desks.
- Post expectations for behavior in all areas of the school. Have students make posters that illustrate the expectations.

### Commitment of Excellence

Upper grades can sign a Commitment of Excellence. For example:

As a student at the \_\_\_\_\_ - Edison Partnership School, I pledge to be committed to excellence in my behavior whenever I am in the school vicinity by:

- ☐ Being respectful of school property
- ☐ Being respectful of others and their property
- ☐ Being respectful of myself
- ☐ Being a productive student

Child: (signed with respect) \_\_\_\_\_

Teacher (signed with great expectations) \_\_\_\_\_

Parents (signed with commitment and responsibility) \_\_\_\_\_

The commitment can be placed in their portfolio and they can assess how well they have lived up to this commitment at conference time.

### Recite the Code

Have students recite the code as part of your morning opening routine.

### Lead a School Tour

Lead a school tour of behavioral expectations and have students guess the expected behaviors in each area before you enter the area. Then have them practice and discuss why these behaviors are important.

## Looks Like, Sounds Like

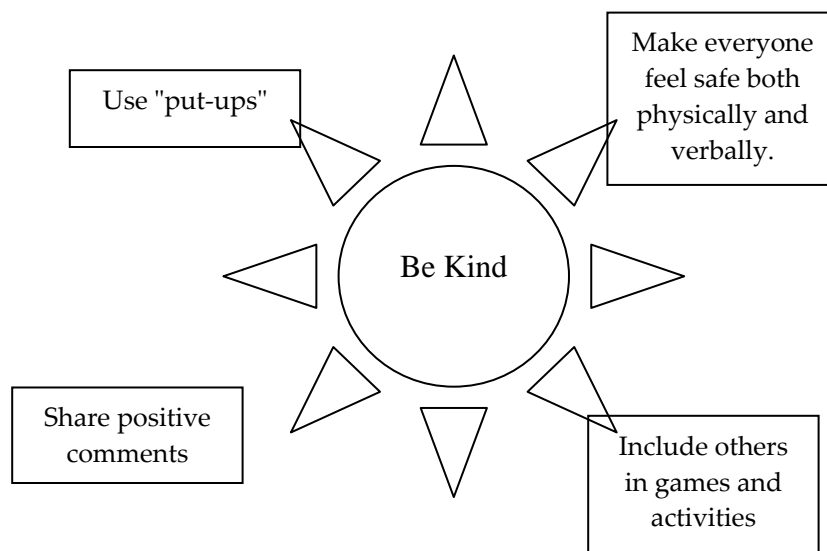
An effective whole-class activity is a Looks Like, Sounds Like chart. These are simple T-charts that you can make for each aspect of the Code of Conduct. Post a portion of the code on the chart and begin a discussion about why it might be important. Ask students what might happen if the code didn't exist in the school. Once students have had a chance to discuss the importance of the code, you can begin to fill out the T-Chart. For the sounds-like column, list real student language that's developmentally appropriate.

### Example: Being Kind in the Lunchroom

Looks Like <i>Write the kinds of things you would see if someone were following the code.</i>	Sounds Like <i>Write the kinds of things you would hear if someone were following the code.</i>
Different students eating and talking together	"Would you like to eat with us?"

## Attribute Wheel

Make an attribute web for each code component and list the behaviors on the web.



### **Gallery Walk**

Divide the class into as many groups as there are code components. Put each of the components on a piece of chart paper-one component per chart. Hang the charts around the room. Have each group go up to a different chart and write as many examples of behaviors as they can think of to fit the component on their chart.

### **Dos and Don'ts**

Write one aspect of the code on the top of a sheet of chart paper and give one sheet to each group of students. Ask the group to write do's and don'ts of that particular code. For example, if your code is "Be Kind," have your students write what they think they should do and shouldn't do if they're being kind. If your students are not ready for small groups, complete the chart as a whole class activity.

### **"Jump In, Jump Out."**

A more active lesson that's especially good for young students is "Jump In, Jump Out." To prepare for this activity, you can either take Polaroid pictures of students following the code and students not following the code, or you can have students draw small pictures of the same. Put the pictures in a basket and have students stand on a chalk circle drawn on the rug. Pull out a picture and describe and show it to the students. Ask them to jump into the circle if the picture depicts someone following the code or jump outside if they're not.

### **Chalkboard Circle**

A variation of the preceding activity: Draw a circle on the chalkboard. Choose a student to pull out a picture of a behavior. He or she decides if it's OK or not OK. If it's OK, the student puts the picture in the middle of the circle. If it isn't OK, the student puts the picture outside the circle.

### **In-Bounds, Out-of-Bounds**

Older students can take part in a similar activity. Give a Post-It note to each student. Ask them to describe, on the note, either an OK behavior or a not OK behavior. Have each student put their Post-It inside the circle if they think it's "in-bounds" behavior and put it outside the circle if they think it's "out-of-bounds" behavior. After each student places his or her note, ask the entire class to give thumbs up if they agree it was put in the right place, thumbs down if they disagree.

### **Core Value Discussion**

Lead a student discussion on how the Code of Conduct and the behavioral expectations relate to the Edison Core Values: wisdom, justice, courage, compassion, hope, respect, responsibility, and integrity. Or, divide the class into eight groups representing one of

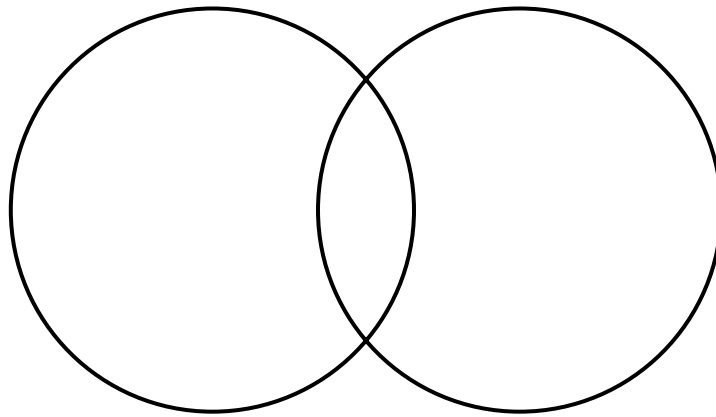
the core values and have them brainstorm how the behaviors demonstrate the values in action.

### **Relating Behavioral Expectations to Real Life**

This can be especially helpful for older students. Create charts similar to Looks Like/Sounds Like only this time put School/Work. Have students compare expected behaviors at school with behaviors in the workplace.

### **Venn Diagram**

Use a Venn diagram to compare and contrast behaviors relating to the principles in various places throughout the school.



Example: It is okay to run on the physical education field and still be safe; it is not okay to run in the classroom.

### **Panel Discussions**

Conduct a student panel discussion or debate about pros and cons of particular expected behavior.

### **Using Literature**

Read open-ended stories about students violating the Code. Talk about what could happen. Discuss consequences.

### **Using Puppets**

Introduce students to a mischievous puppet who gets in trouble a lot. Ask the students to give the puppet advice.

### **Practice**

There are students in your classroom that need this phase of rehearsal to "get it." Practice appropriate behavior immediately before it will need to be demonstrated. For example, ask for a demonstration of proper hall behavior before leaving the room.

### **Role Plays**

Have kids role play what the code looks like and sounds like in a variety of different school situations – in the lunchroom, on line, on the playground, during partner reading, at each classroom center, as they enter the room, and so on.

### **Nonexample Role Plays**

Divide the students into small groups. Have each group develop a skit demonstrating not okay behaviors. Instruct them to present the skit while the rest of the students guess what principle they violated. As a whole group, they agree on what has to be done to make the behavior okay, and the same students act out the correct way.

### **Self-portraits**

Have the students draw pictures of themselves following the code. Post the pictures around the room as reminders.

### **Writing about the Code**

Older students can make up raps, songs, poems, or limericks about the Code of Conduct.

### **Self-assessment**

Involve students in self-assessment to have them internalize self-monitoring. Give each student a list of the Code of Conduct. Next to each component, they decide how much they are honoring it by putting a number between one and five next to it, five being the most. Then they can set a goal for themselves on how they can improve.

How good am I at following directions?				
1 It's hard.	2 I'm getting there	3 I've almost got it	4 I do it most of the time.	5 I always follow directions.

### **Whole Class Assessment**

Have a class meeting and ask the students to rate the class as a whole on how the code is being followed. Then set a class goal. At that same class meeting, encourage individuals to compliment students by name if they saw them following the code.

### **Modeling**

Let older students visit the younger grades and teach the Code of Conduct.

### **Conduct an Introductory Assembly Program**

An exciting kick-off to the Intensive can be motivating to the entire school community. Here are some ideas:

- Staff skits demonstrating following the Code of Conduct and not following the Code.
- Introduce the positive incentive system.
- Show videotapes of students teaching the code.
- Pass out pencils with the code on them.
- Lead a school cheer of the Code.
- Dance the Moral Macarena.
- Invite community leaders to discuss the importance of integrity.
- Present a school "challenge" (For example, agree to kiss a pig if all students who are asked on the last day of the incentive to recite the expectations can do so.)

### **Conduct a Culminating Assembly Program**

- Sing songs, recite poems, and show role plays, made by students during the Conduct Intensive.
- Recognize students and staff for their special efforts during the Intensive.
- Present the positive incentive system awards.
- Complete the challenge.

### **Decorate and Display**

Spruce up each area of the school. Assigned an area of the school to each class to clean up and decorate. Use this time to display student work created during the conduct intensive inside and outside the classroom.



# Positive Reinforcement

## Positive Reinforcement

### What is Positive Reinforcement?

Positive reinforcement means giving something that the student values to the student immediately after a desired behavior is demonstrated that results in an increase in the desired behavior.

Positive reinforcement types include:

- ❑ Motivation and encouragement
- ❑ Natural positive reinforcement
- ❑ Social reinforcement
- ❑ Material incentives

### Why Use Positive Reinforcement?

Positive Reinforcement Systems can be controversial so it's important to be intentional and careful about how they are used. We use them in the Student Management Plan to ensure that *all* students know the behavioral expectations, are able to demonstrate them, and, most importantly, are motivated to follow them.

The Conduct Intensive informs students about the behavioral expectations of the school. Knowing the expectations and following through, however, are not the same things. Positive reinforcement motivates students to do what is expected. Some students do not need extrinsic rewards, while others need to experience that doing good feels good before they will actually do what is expected. Eventually, the goal is to taper off the reward system and reinforce the intrinsic value of following the expectations.

In addition, positive reinforcement reminds students of what they are doing correctly and redirects others who may not remember what is expected. In general, frequent positive reinforcement helps create a warm and supportive atmosphere in the classroom. It is fun, it focuses on the positive, it is not hard to do, and everyone is involved.

## **Schoolwide Positive Incentive Systems**

For the Student Management Plan, the school creates a Schoolwide Positive Incentive System.

### **Keys to Success**

- Get the whole school involved and excited about the system
- Clarify and focus on the specific behaviors you want to see repeated
- Keep it simple.
- Tracking systems should not be time-consuming or hard to complete.
  - Minimize the paperwork.
  - Do not require teachers to fill out forms, charts, or graphs.
  - Use the kids to keep track, if possible.

### **A Model System**

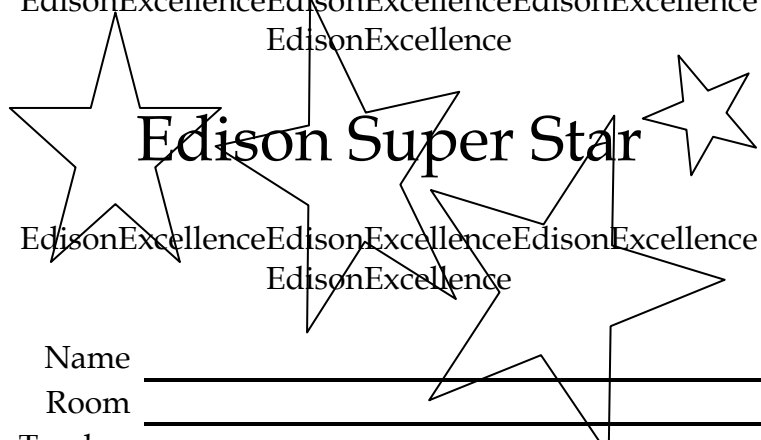
One effective system is to use raffle tickets. Here's how it works: Each teacher is given a stack of tickets to distribute to his or her students each time a desired behavior is demonstrated. When a raffle ticket is distributed the teacher makes a clear praise statements including the student's name, what they are doing right, and why that behavior was a good idea.

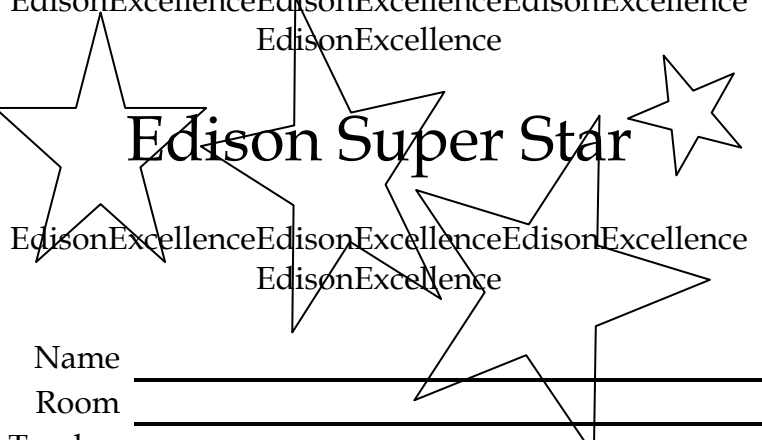
Students write their name on the raffle ticket and it is placed in a central container usually in the school office. During a building-wide announcement or assembly, student names are drawn to receive incentives. To build excitement in the beginning of implementation, raffles are held frequently, even daily. As behaviors become internalized, the incentive system begins to taper off and raffles are held less frequently.

This system is effective because it requires little paperwork and there is no minimum number of tickets needed to be part of the raffle. A student who has difficulty meeting the expectations still has a chance, while a student who is frequently rewarded continues to be motivated. In addition, a raffle is less expensive than distributing an incentive for each demonstration of a targeted behavior.

To implement the program:





- Clarify the specific behaviors the entire school will reinforce.
- Design the tickets
- Survey students to determine the best incentive
- Explain the system to the students in a motivating launch
- Be consistent in follow-through
- Remember to reward all students demonstrating the behavior
- Use praise statements effectively
- Reevaluate the effectiveness of the program within two weeks of implementation

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## **Selecting the Incentive**

The ideal reinforcement is something that the students really want, yet does not cost a lot of money or take a lot of staff time. In order to determine what truly motivates students ask them. A useful activity is to give them a list of possible rewards such as working in the library, working with younger students, dress down days, pencils, free reading time, homework free coupons. Ask students to rank order the list based on what they would most be interested in earning. Notice that the list contains a mix of privileges and things.

## **Guidelines for Effective Praise**

Use the students' name; describe what they did and why it was a good idea:

Name

- Using their name helps the student realize you are talking to them.
- It directs the attention of the other students to a good role model.
- Recognition feels good.
- Older students may prefer more private praise.

What they did

- Be descriptive as possible.
- Use the same words you used when you gave the direction.
- This will give those who are not following the directions specific information about what they need to do.

Why it's a good idea

- This part of the statement helps students learn to make generalizations about appropriate and inappropriate behaviors.
- Keeps comments focused on following the rules, staying safe, etc.

## Using Incentives in the Classroom: A General Guide

### *Appropriate Rewards Are:*

- Given fairly and consistently.
- Given sincerely and with sensitivity.
- Within every student's reach, with effort.
- Social more often than material.
- Used judiciously. (Put your head to creating engaging activities, so that extrinsic rewards are increasingly unnecessary.)

### *Getting Started:*

- A reward system remains effective only if it is easy to implement. Find ways to reward and keep track that are doable for you over time.
- Keeping track also allows you to see which students are receiving acknowledgement. Make sure each child receives recognition and support.
- Decide which behaviors to reinforce.
  - What does the class need?
  - What behaviors do you really want to encourage?
  - What would make your life easier?
- Be specific. Carefully explain and describe the behaviors. (e.g. Being good is far too general. "I expect all students to take their seats quietly, place their homework on their desk, and begin silent reading" provides the specifics needed.)
- Be careful that the system and rewards are age-appropriate. Whenever possible, decide on the rewards together with the kids.
- Reward frequently in the beginning of implementation; gradually reducing the frequency.

### *Keeping Track: Options*

- You can rate the class at the end of a set period of time.
- Or set a timer to rate the class at random times during the day.
- Or reward whenever the class is observing the rules or procedures.

### *Keeping Track: Methods*

- Fill in a chart or grid—or place a marble in a jar. When the tally system is filled, the class receives its reward.
- When keeping track of time (e.g., extra recess time) move a clock hand to indicate the time earned.
- Create a token economy. Students can earn tokens (stars stamped on pieces of paper, class "money"). When they have earned a target number, they can exchange the tokens for a reward.

- Earned tokens also can be used as raffle tickets. Students place their tokens (with their names written on them) in a bowl for a raffle drawing.
- Rubber stamps are also useful. Students can tally their rewards in paper “bankbooks” with, say, ten stamps per page.

### **Kinds of Rewards**

Rewards need to have value to the students. When planning for the whole group, determine the majority opinion by voting. Or, to account for individual tastes, create a system in which students select from a menu of rewards.

### **Rewards Menu**

- Changing your reward system once in a while helps maintain interest.
- *Parent Contact:* Notes, e-mail, or phone calls home, daily or weekly progress reports.
- *Praise:* Award certificates, medals, buttons, grades, stars, stickers on papers. Make it concrete and visible.
- *Special Attention:* Students’ work on chalkboard or bulletin board, work copied and sent on The Common, special attention bulletins on The Common.
- *Time:* Free time, recess time, extra gym time, computer time, special activity time (using special art materials, games, puzzles), films, special television time, listening center time.
- *Special Events:* Brown bag picnic lunch with the teacher, field trip leader
- *Prizes:* Candy, pencils, stickers, balloons, etc.

*Special Privileges:* Coupons can be made for these privileges.

- Being first in line
- Working at the teacher’s desk
- Being a special monitor (e.g. helping in a class of younger students, grading papers)
- Taking care of the class pet
- Being an assistant teacher (leading an activity or helping the teacher give a lesson)
- Getting free homework or class work
- Choosing a story for the teacher to read
- Choosing a game for the class to play or being score keeper for a game
- Having private chat time with the teacher
- Having lunch with the teacher
- Reading a story to a younger group of students
- Reading a story to principal
- Writing on the chalkboard or make a bulletin board
- Taking attendance
- Having a “show and tell time”.
- Sitting in a different seat



# Discipline Code

## **Your School's Discipline Code**

In addition to the discipline policies and procedures developed by Edison Schools, your district, and your school, you will also need a discipline code. The discipline code is a legal document that lists and defines behaviors deemed unacceptable in the school setting and includes a menu of consequences that can be imposed for each behavior.

If you are a partnership school you should use the district discipline code unless Edison's contract with the district dictates otherwise. Your district has developed a code that is consistent with state and local statutes and may be responsible for reviewing or processing any long-term suspensions or expulsions from your school. Therefore, you want your code to be consistent with theirs.

If you are a charter school you will need to develop a code that conforms to state and local laws and provides documentation when it becomes necessary to discipline a student. We have provided a sample and a template here to assist you in writing your discipline code. Remember that this is a legal document so you will need to have your charter board approve it. You may also send it to the Edison Schools legal department for comment before implementation.

Whether you are a charter school or a district partnership, you will be required to report your school's discipline records as a requirement for funding. In most cases, this reporting is done electronically. This information must be entered correctly in your student information system which will be the basis for providing these reports. The body you report to (district or state department of education) has defined discipline codes that you must use as a basis for recording discipline information at your school. Before you define behaviors, consequences and levels at your school, make sure you obtain and refer to the reporting documentation. Use the reporting document as your basis for definition. You will need to make sure that the person at your school responsible for the student information system has access to the mandated codes. They will need them to set up the system correctly. This information can be found on your state's website.

### **Students with Disabilities**

A student with a disability or a student suspected of having a disability only may be disciplined in accordance with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation act of 1973 and state law. Refer to the *Special Edison Administrative and Compliance Policy Handbook Chapter Five: Discipline* for more detailed information on discipline and Special Education students.

## **Gun-Free Schools Act**

The Federal Gun-Free Schools Act of 1994, which applies to public schools, states that a student who is determined to have brought a weapon to school must be suspended for at least one calendar year. School administrators may modify this suspension requirement however, on a case-by-case basis. Weapon as used in this law means a "firearm," as defined by 18 USC §8921, and includes firearms and explosives.

## **Discipline Code Checklist**

Once you have written or secured a copy of your schools' discipline code, you will need to do the following:

- ☐ Develop a "cheat sheet" that clarifies the behaviors covered in the code.
- ☐ Establish a process for teachers to follow when sending a student to the office.
- ☐ Create an office referral form.
- ☐ Establish procedures governing short term and long term suspensions and expulsions, including notice and hearing requirements.
- ☐ Ensure that the application of disciplinary procedures to students with disabilities is fully consistent with the requirements of IDEA and applicable state law.
- ☐ Assist the tech team in setting up the discipline tracking system on your student information system.
- ☐ Schedule a training session for staff members.
- ☐ Compose a condensed version of the code for your parent handbook.

## **Clarifying Behaviors**

Everyone on staff needs to be clear about the definitions of prohibited behaviors. This consistency will make it easier to enforce your school's code of conduct and to implement the discipline code. If using a district code, take the time to comb through it and pull out the behaviors that are listed. Hopefully the code will contain descriptions of the behaviors as well. If not, here is a sample list to get you started. Following the sample chart is a template for your school to fill in.

## Sample Prohibited Behaviors and Descriptions

The school discipline code is in effect on school property at all times, on school buses, and during all school sanctioned activities and/or events whether or not on school property.

Behavior	Definition or Explanation
Assault	A physical attack which attempts to cause or causes personal injury to another student, staff member or other person.
Bomb Threat	Making a false report regarding the possession or location of explosive materials. This applies to threats made verbally, physically, in writing, or by any other method including 911 calls and electronic mail.
Bullying Behavior	Using physical or verbal aggression to take advantage of others. Engaging in intimidation, coercion, or extortion or threatening violence, injury or harm to another or others.
Cheating	Illicitly sharing or learning of specific questions on an exercise or test before it is given. Illicitly sharing or obtaining information during an exercise or test. Plagiarism, i.e., submitting another's work or ideas as one's own. This includes copying from another student's work, from books, or from any electronic source including the Internet.
Chronic Disruption	Frequently disobeys school and classroom rules.
Defiance	Deliberately refusing to carry out a staff member's request if that request is reasonable, has a legitimate purpose, and is within the authority of that staff person to make.
Disorderly Conduct	Includes but is not limited to, running, pushing, shoving, or engaging in horseplay. Excessive verbal or physical interaction that results in disruption is also considered disorderly conduct.
Displaying inappropriate symbols of gangs	Clothing, jewelry, or other object that may reasonably be perceived by a teacher or administrator as evidence of membership in or affiliation with any gang. Must not be protected as religious expression or free speech. The term "gang" means a group of two or more persons whose purposes or activities include the commission of illegal acts or violations of the school's code of conduct.

Endangerment of self or others	Engaging in or causing behavior which can be demonstrated to affect negatively the educative process or which presents a danger to the safety or welfare of the school community. If the activity in question occurs off school grounds a direct link between the act and the school community must be demonstrated.
Extortion	Obtaining or attempting to obtain money, property or services by threats or forcing someone to do something against his/her will by force or threat of force.
False alarms	Activating an emergency alarm or response when no emergency exists.
Felony Act	Any act that constitutes a felony under applicable law.
Fighting	Physical contact or other acts of violence where all parties have physically contributed to conflict.
Gambling	The playing of games for money or possessions.
Incitement	Encouraging or coercing another to engage in activity which is prohibited under this code. The consequence may not exceed the penalty for the activity.
Leaving setting without permission	Not being in assigned location. This includes cutting or being tardy to classes.
Multiple failures to comply with dress code requirements	Student attire does not conform to school's written description of appropriate school dress or uniform. Must not be the result of family financial need or protected as religious expression or free speech. Families must be given opportunity to request waiver of school uniform requirements.
Possessing, posting or distributing prohibited material	Prohibited material is material that is obscene, libelous, defamatory, or that contains a threat of violence, injury or harm. This includes written and electronic communications.
Possession of drug paraphernalia or other proscribed equipment	Student possession of drug paraphernalia such as rolling papers, bongs, or roach clips, or other prohibited items. (To be specified in writing by the school such as cell phones and beepers.)

Possession or use of controlled substances without authorization, or of illegal drugs or alcohol	Use or possession of a prescription drug belonging to another, alcohol or illegal substances including but not limited to, marijuana, cocaine, or heroin.
Sale or distribution of controlled substances or illegal drugs or alcohol	Sale or distribution, of a prescription drug belonging to another, alcohol, or illegal substances including but not limited to, marijuana, cocaine, or heroin.
Sexual Harassment	Sexual harassment is defined as inappropriate or unwelcome sexual advances, requests for sexual favors, or other inappropriate or unwelcome verbal or physical contact of a sexual nature.
Sexual Misconduct	Inappropriate physical contact of a sexual nature such as touching, patting, pinching, etc.
Tampering with school records	Altering or destroying any record or document of the school by any method.
Theft	Taking of school or personal property, receiving stolen items or being in possession of stolen items or knowingly being in unauthorized possession of property belonging to another. This includes unauthorized copying of computer software.
Under the influence of illegal substance	Being under the influence of alcohol or a controlled substance not prescribed by a physician for such student.
Using profane or obscene language or gestures	Applies to oral, written or electronic communications. Should not be construed to prohibit protected speech.
Vandalism	Malicious destruction of or damage to school or personal property.
Verbal Harassment	Using slurs based upon race, ethnicity, national origin, religion, gender, sexual orientation, or disability.
Violation of Internet Acceptable Use Policy	Students must be provided notice of acceptable use policy.
Possession of a weapon	Weapons are defined as items that can cause serious injury or death when used as a weapon. This list includes but is not limited to, knives, bb guns, pepper spray, or other item of no reasonable use to the student at school.

Possession of a firearm	Firearms include any item which is capable of firing a projectile and using an explosive as a propellant including rifles and pistols.
Possession of a dangerous object	Dangerous objects include but are not limited to, knives, razor blades, explosives, mace, tear gas, or other dangerous object of no reasonable use to the student at school.
Possession and Use of Tobacco	Description of and consequences for, tobacco possession and use by students should be developed based on applicable state law

## Consequences

Once you have defined the prohibited behaviors you will need to develop a “menu” of consequences or sanctions that can be imposed by the school. Again, your district discipline code should have a list of approved consequences. Please note, even though it may be allowed by state or local laws, corporal punishment may never be used in an Edison School.

When determining the consequences you will use at your school, pay close attention to the feasibility of assigning each one. For example, if after school transportation is difficult due to busing issues, after school detentions may not be a viable option for your school. Likewise, if you do not have sufficient staff members and/or space to house an in-school suspension room, think carefully before you place this on your list of possible consequences.

In the description of the consequence you will want to note the person responsible for assigning each consequence. For example, it will most likely be necessary to go to your board for an expulsion hearing while referral to time out may be done by a lead teacher. Due to the legal ramifications surrounding out of school suspensions it is recommended an administrator handle these. You will also be assigning a level to each consequence that corresponds to the perceived severity of the consequence and allows you to assign more stringent consequences to more serious infractions. For example, a warning would be considered a level one infraction and an out of school suspension is a six.

In determining the appropriate disciplinary action, factors such as the following should be considered:

- The student’s age;
- The nature of the offense and the circumstances which led to the offense;
- The student’s prior disciplinary record;
- The effectiveness of other forms of discipline;
- Information from parents, teachers and/or others, as appropriate; and
- Other extenuating circumstances.

In some instances, a student’s prior disciplinary record may justify imposition of a consequence above the maximum consequence for the latest offense. Also, a consequence below the minimum designated for a particular violation may be imposed depending on factors such as:

- The age of the student;
- The student’s prior disciplinary record;
- The administrator’s belief that other forms of discipline may be more effective;
- Input from parents, teachers and/or others; and other extenuating circumstances.



### Sample Consequences

Consequence	Description	Can be Assigned By	Level
Warning	The student is formally warned that such behavior is prohibited by the School's Discipline Code.	Teacher Lead Teacher (LT) Academy Director (AD) Principal	1
Informal Talk	A school official will talk to the student regarding the student's behavior.	Teacher LT AD Principal	1
Peer Mediation	A way of helping people work out their differences in the presence of a calm, nonpartisan observer who keeps everything fair. A student will serve as peer mediator to students who encounter conflict or disagreements.	Teacher LT AD Principal	1
Deprivation of Privileges	Extracurricular activities are special privileges offered to enhance the student's overall learning experience. Field trips, assemblies, and other special events are privileges, not rights. Any or all of these privileges may be revoked.	Teacher LT AD Principal	2
Lunch Detention	Students may be assigned to a supervised location other than the cafeteria to eat lunch.	Teacher LT AD Principal	2
Student Conference	A formal conference held between the student and one or more school officials. Actions taken and the results of the conference are recorded and placed in the child's file. The parent/guardian will be notified of the conference and encouraged to attend.	LT AD Principal	2

Detention	Students may receive a detention at the discretion of the teacher and/or principal. Parents of students are to be notified of the detention by the principal/teacher of the student. The parent is responsible for the student's transportation.	Teacher LT AD Principal	3
Parent/Guardian Observation	A parent/guardian will attend class with the student for a specified period of time.	LT AD Principal	3
Time Out	Student will be assigned to a location other than their assigned classroom for a specified period of time not to exceed one half of the school day.	LT AD Principal	3
Behavior Contract	The administrator, counselor or teacher, in consultation with the parent and student, will develop a behavioral contract. A behavioral contract identifies a specific behavior, describes how the student should behave, and clearly specifies the consequences of misbehavior. Violation in the terms of the contract may result in long-term suspension.	Student Support Manager AD Principal	3
Extended Detention	At the discretion of the principal, students will be assigned to attend an extended detention. Extended detention will be held after school and/or Saturday morning under the supervision of a staff member. Students who are assigned extended detention but fail to attend will receive an in-school suspension.	AD Principal	4

In-School Suspension	Temporary appointment of a student to a location that is outside the student's regular class setting. Students assigned to In-School Suspension will be provided instruction within a highly structured format. Building administrators will assign students to In-School suspension and will notify parents/guardians and teachers accordingly. Appointment to in-school suspension will not be longer than 3 days.	Principal	5
Out of School Suspension	A temporary dismissal of a student from the regular school program. The length of a suspension may range from 1 to 10 days depending on the seriousness of the violation. After a suspension, parents/guardians must attend a conference to readmit the student to the school.	Principal	6
Long Term Suspension	An out-of-school suspension lasting longer than 10 days.	Board	7
Expulsion	Permanent dismissal of a student from the regular school program.	Board	8
Suspension from School Transportation (May be imposed as a consequence for any incident that occurred on school transportation.)	As the result of misconduct occurring on a bus or other means of student transportation and after notice to the student and his or her parent(s) or guardian(s), a student may be suspended from school transportation. When such suspension amounts to a suspension from attending school because of the distance between home and school and the absence of alternative public or private means of transportation, the school must make appropriate arrangements to provide for the student's education.	Principal	

## **Other Measures**

Your school should also list preventative and other measures that can be assigned to any student at any time. The purpose of these measures is to provide support to the student and the student's family to avoid any future infractions or any escalation of current infractions.

- Referral to mental health agency
- Referral to truant officer
- Referral to juvenile law enforcement officials
- Referral to FASST
- Referral to Health and Human Services
- Parent/Guardian Conference
- Assignment of a Mentor
- Referral to other community services
- Restitution

## Assigning Levels of Consequences to Prohibited Behaviors

Once you have established the prohibited behaviors and have developed a menu of consequences, the next step is to assign minimum and maximum levels of consequences to each infraction. A range allows the administrator the flexibility to take into consideration any mitigating circumstances surrounding the infraction.

Your school must ensure that all discipline procedures it adopts comply with applicable state law. In some instances, this may mean significant deviation from these recommended consequences. In addition, some states or localities have mandatory reporting requirements for certain offenses. Check your state's education website, secure a copy of a district code, or contact Edison Schools legal department for guidance in this area.

The following table provides an example of prohibited behaviors and minimum and maximum infractions that can be imposed for each behavior.

Behavior	Minimum	Maximum
Assault	K-5: 2	7
	6-12: 2	8
Bomb Threat	7	8
Bullying Behavior	1	5
Cheating	1	5
Chronic Disruption	1	5
Defiance	1	5
Disorderly Conduct	1	5
Displaying inappropriate symbols of gangs	1	5
Endangerment of self or others	1	8
Extortion	6	8
False alarms	6	8
Felony acts	6	8
Fighting	2	7
Gambling	1	5
Incitement	1	8
Leaving setting without permission	1	5
Multiple failures to comply with dress code requirements	1	3
Possessing, posting or distributing prohibited material	1	5

Possession of drug paraphernalia or other proscribed equipment	K-5: 2	5
	6-12: 3	6
Possession or use of controlled substances without authorization, or of illegal drugs or alcohol	K-5: 5	7
	6-12: 6	8
Sale or distribution of controlled substances or illegal drugs or alcohol	K-5: 6	7
	6-12: 6	8
Sexual Harassment	K-5: 2	6
	6-12: 2	8
Sexual Misconduct	K-5: 2	6
	6-12: 2	8
Tampering with school records	3	5
Theft	3	8
Under the influence of illegal substance	3	6
Using profane or obscene language or gestures	1	5
Vandalism	2	7
Verbal Harassment	2	6
Violation of Internet Acceptable Use Policy	1	5
Possession and Use of Tobacco	1	5
Multiple or repeat offenses	1	8

## Office Referral Form

Once you have determined the prohibited behaviors and consequences, develop an office referral form that allows you to track the behavior of your students. The office referral form will also provide feedback to the teachers concerning the disposition of the incident and information to parents or guardians. Because you will be entering this data into your student information system the form should contain the fields that are required in that system. The sample form matches the layout of the SASI system. When your form is complete train all staff in its use.

### Issuing an Office Referral

Students who engage in behaviors that violate the discipline code, will be issued an office referral. When these violations occur, the staff member who witnessed the incident, fills out the referral form, informs the office that they are sending a student and sends the student, with the referral form, to the office. The administrator then determines the consequence for the student behavior and completes the office referral form. One copy is given to the referring teacher, one is placed in the child's file, and one is sent home to their parent or guardian.

There are times when a child refuses to go to the office or when their behavior is so disruptive or dangerous that it is necessary to remove him or her from the classroom. You will need to establish efficient and effective protocols for removal of students both to limit disruptions and to ensure that a safe and respectful environment is maintained. In addition, you will need to be able to handle requests from teachers for assistance in a timely manner.

The *Cooperative Discipline* program recommends the use of a "Who Squad". The purpose of the Who Squad is to assist the teacher when a youngster refuses to leave the classroom when referred. Members of the Who Squad can be counselors, teachers, custodians, or administrators, who serve on a rotating basis. Their job is to respond to teacher requests for assistance and remove the student in a calm, businesslike manner.

### Out of Class Placement

Your school may decide to use Time Out Rooms and/or In-School suspension as a deterrent to negative behaviors. If so, you will need to answer these questions:

- Where do students go?
- What do they do there?
- Who is supervising?
- How long do students stay?
- How do they get back to class?

To be effective, time out or in-school suspension must be less reinforcing than the regular setting. Students should not want to go there. Students continue with classroom work while in time out. This time should not be used for counseling. Supervision of these rooms needs to be consistent and follow the legal parameters of your state regarding the supervision of students.

The amount of time a student remains in time out or in school suspension needs to be carefully tracked. Keep in mind that every day of in-school suspension is considered a “change of placement” for Special Education Students and therefore must be monitored carefully. Refer to the *Special Edison Administrative and Compliance Policy Handbook Chapter Five: Discipline* for more detailed information on discipline and Special Education students.



*Edison School*  
*School Phone Number*

Parents: The purpose of this notice is to inform you of your child's infraction to our school's Discipline Code. Please discuss this incident with your child. Your cooperation is important and appreciated. Should you have any questions regarding this form please call the administrator or teacher listed at the bottom of this page.

Student Name:	Grade:	Home Room:	Time:
Referring Teacher:	Date of Infraction:	Reported By:	Location:
<b>Reason for Referral:</b> <input type="checkbox"/> Assault <input type="checkbox"/> Fighting <input type="checkbox"/> Bullying Behavior <input type="checkbox"/> Foul Language <input type="checkbox"/> Chronic Disruption <input type="checkbox"/> Leaving Area <input type="checkbox"/> Defiance <input type="checkbox"/> Vandalism <input type="checkbox"/> Disorderly Conduct <input type="checkbox"/> Other		<input type="checkbox"/> Teacher <input type="checkbox"/> Cafeteria Staff <input type="checkbox"/> Custodian <input type="checkbox"/> Teacher Assistant <input type="checkbox"/> Office Staff <input type="checkbox"/> Substitute Teacher	<input type="checkbox"/> Classroom <input type="checkbox"/> Playground <input type="checkbox"/> Cafeteria <input type="checkbox"/> Hallway <input type="checkbox"/> Arrival <input type="checkbox"/> Dismissal <input type="checkbox"/> Lavatory <input type="checkbox"/> Gymnasium
<p style="text-align: center;"><b><i>Discipline actions taken by teacher prior to this infraction.</i></b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <input type="checkbox"/> Conference with student  <input type="checkbox"/> Consultation with Administrator/Lead  <input type="checkbox"/> House FASST  <input type="checkbox"/> Consultation with SSM  <input type="checkbox"/> Telephoned Parents                Date: _____         </div> <div style="width: 48%;"> <input type="checkbox"/> Loss of Privilege(s)                List _____  <input type="checkbox"/> Time-Out                Estimate for Week: _____  <input type="checkbox"/> List other                _____                _____         </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 48%;"> <input type="checkbox"/> Conference with Parents                Date _____         </div> <div style="width: 48%;"></div> </div>			
<b><i>Action Taken for this Incident</i></b>			
<input type="checkbox"/> Warning		<input type="checkbox"/> After School Detention Date: _____	
<input type="checkbox"/> Restitution			
<input type="checkbox"/> Lunch Detention Date(s): _____		<input type="checkbox"/> In-School Suspension Date(s): _____	
<input type="checkbox"/> Parent Conference Date: _____		<input type="checkbox"/> Out of School Suspension Date(s): _____	
<input type="checkbox"/> Time Out Location: _____ Time: _____		<input type="checkbox"/> Other	

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **Rules of Conduct for All Persons on School Property or at School Functions**

In addition to describing the expected behaviors and consequences for students you will also want to add language to your discipline code to address adult behavior at school sponsored events and on school property. Consider using the following.

#### **A. Public Conduct on School Property**

1. The School is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this environment, it is necessary to regulate public conduct on school property and at school functions.
2. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner.
3. Prohibited conduct. No person, either alone or with others, shall:
  - Intentionally injure any person or threaten to do so.
  - Intentionally damage or destroy school property or the personal property of a teacher, administrator, other school employee or any person lawfully on school property, including engaging in graffiti or arson.
  - Disrupt the orderly conduct of classes, school programs or other school activities.
  - Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
  - Intimidate or harass any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation or disability.
  - Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
  - Obstruct free movement of any person in any place to which this Code applies.
  - Violate the traffic laws, parking regulations or other restrictions on vehicles.
  - Violate the prohibition on alcohol, drugs, or other illegal substances.
  - Violate the prohibition on tobacco and smoking.
  - Violate the prohibition on weapons, firearms and dangerous objects.
  - Loiter on school property.
  - Gamble on school property or at school functions.
  - Refuse to comply with any reasonable order of school officials performing their duties.
  - Willfully incite others to commit any of the acts prohibited by this Code.
  - Violate any federal or state statute, local ordinance or Board policy while on school property or at a school function.

4. A visitor's authorization, if any, to remain on school property or at a school function will be withdrawn and they will be directed to leave the premises. If they refuse to leave, the authorities will be called.
5. The principal or his/her designee is responsible for enforcing the conduct required by this section of the Code.

## **B. Visitors**

The board encourages parents and other interested persons in the community to visit the school and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits.

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must sign in and report to the main office.
3. Visitors are only permitted to visit a class with the permission of the classroom teacher, Academy Director or Principal.
4. Teachers are expected not to take class time to discuss individual matters with visitors.
5. Visitors must avoid disruption of classes or the educational environment. Visitors may be precluded from visiting class at the discretion of the Academy Director or Principal.
6. Any unauthorized person on school property will be reported to the Principal. Unauthorized persons may be asked to leave. The police may be called if an individual does not comply with a request to leave.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this Code, including the requirement to comply with any reasonable order of school officials.

## **Keeping Track**

Tracking disciplinary referrals allows you to maintain behavioral histories on individual students and to monitor the effectiveness of the Student Management Plan.

Both SASI and MacSchool contain modules that allow you to effectively and efficiently track referrals electronically. Your school's Technology Team can set up either the SASI or MacSchool discipline modules for use by your administrative team. When using SASI, the first step is to provide your regional SASI trainer with the discipline codes that will be in use at your school. These codes will enable them to set up the SASI discipline atom. When your data system is ready, establish a procedure that ensures all referrals are entered in a timely manner.

Once the data has been entered you can use it to determine the consequences for an individual student based on prior infractions. It can also be used by the Behavior Support Team to analyze the patterns of referrals based on the location, the type of infraction, referring teachers and of course, individual students.

# Behavior Support Team Data Analysis

## **BST Preventative Meetings**

The Behavior Support Team (BST) will be helping your school maintain a positive environment through evaluation and data analysis. The team will to analyze the referral forms in four areas: location, type of infraction, by student and by teacher. They will identify the areas of concern and develop a plan to gather information, and brainstorm, implement, and evaluate solutions.

Here's an example of a BST at work. The data from their school showed that 76% of all referrals for the first two weeks of September originated in the cafeteria. Once they'd identified the problem location, they conducted an investigation to determine what was causing the high number of referrals. They found that there was inadequate supervision in the cafeteria and too many students were being served at once. Using this information, they brainstormed solutions. They chose to increase the supervision by adding volunteer lunchroom aides and by staggering the dismissal to lunch for the elementary students. They also checked to be sure the expectations for cafeteria use were clear and teachers were addressing them in their classrooms. Teachers reviewed the lunchroom expectations and a sign was posted on the door just outside the cafeteria to remind students of appropriate behavior. After implementing these solutions, they continue to monitor the cafeteria on a regular basis to be sure that the environment has improved. This BST was successful because they took the time to determine the multiple causes of the problem, the solutions addressed the problems, and because they continue to monitor its effectiveness.

The BST should plan to analyze the data at biweekly preventative meetings. Once the targeted areas for both location and infraction have been identified, the team gathers the information necessary to determine what is contributing to the cause of these problem areas. They then brainstorm solutions to remedy the areas of concern.

Once they have identified the students who are generating the highest number of referrals, they assign a Case Manager to each student to gather information and schedule a FASST intervention meeting.

The BST also analyzes the data to determine the teachers who are generating the highest number of referrals. This information is passed on to the Leadership Team to develop an intervention plan.

The following forms will help to organize their analysis.

## Analysis by Location

From: \_\_\_\_\_ To: \_\_\_\_\_ Total Number of Referrals: \_\_\_\_\_

<i>Referrals by Location</i>		
<i>Arrival</i> _____	<i>Cafeteria</i> _____	<i>Bus</i> _____
<i>Classroom</i> _____	<i>Dismissal</i> _____	<i>Other</i> _____
<i>Hallway</i> _____	<i>Gym</i> _____	_____
<i>Specials</i> _____	<i>Playground</i> _____	_____

<i>Targeted location based on percent of referrals:</i>
---

<i>Questions to Ask</i>	
<ul style="list-style-type: none"> <li>• <i>Are the expectations clear and appropriate?</i></li> <li>• <i>Are the procedures for use of this area effective?</i></li> <li>• <i>Is the positive incentive system being implemented consistently in this area?</i></li> <li>• <i>Is the supervision adequate?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Are the expectations posted in the location?</i></li> <li>• <i>Are the students aware of the expectations for this location?</i></li> <li>• <i>Are the teachers aware of the expectations for this location?</i></li> <li>• <i>Are most referrals coming from one or two classrooms or are they equally distributed?</i></li> </ul>

<i>Team Members to Investigate</i>	
<i>Name:</i>	<i>Assignment:</i>

*Date of Next Meeting:* \_\_\_\_\_

## Location Follow Up Meeting

Date: \_\_\_\_\_

<i>Findings:</i>	<i>Recommended Strategies:</i>

<i>Implementation Plan</i>			
<i>Strategy</i>	<i>Key Driver</i>	<i>Resources Needed</i>	<i>Target Date for Implementation</i>

Date of Next Meeting: \_\_\_\_\_



## *Analysis by Infraction*

From: \_\_\_\_\_ To: \_\_\_\_\_ Total Number of Referrals: \_\_\_\_\_

### *Referrals by Infraction*

*Defiance* \_\_\_\_\_ *Fighting* \_\_\_\_\_ *Bullying* \_\_\_\_\_  
*Vandalism* \_\_\_\_\_ *Language* \_\_\_\_\_ *Assault* \_\_\_\_\_  
*Leaving Area without* \_\_\_\_\_ *Disorderly Conduct* \_\_\_\_\_  
*Permission* \_\_\_\_\_

<i>Targeted Infraction based on percent of referrals:</i>
---

### *Questions to Ask*

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• <i>Are the referrals distributed evenly throughout the grade levels?</i></li> <li>• <i>Is the definition of the prohibited behavior clear?</i></li> <li>• <i>Have the consequences been fairly applied?</i></li> <li>• <i>Are the referrals consistently coming from one or two teachers?</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Are the referrals coming from one or two locations?</i></li> <li>• <i>Do all teachers understand the definition of the prohibited behavior?</i></li> <li>• <i>Are students aware of the consequences for this infraction?</i></li> </ul> |
|---|--|

### *Team Members to Investigate*

<i>Name</i>	<i>Assignment:</i>

*Date of Next Meeting:* \_\_\_\_\_

## *Infraction Follow Up Meeting*

*Date:* \_\_\_\_\_

<i>Findings</i>	<i>Recommended Strategies</i>

<i>Implementation Plan</i>			
<i>Strategy</i>	<i>Key Driver</i>	<i>Resources Needed</i>	<i>Target Date for Implementation</i>

*Date of Next Meeting:* \_\_\_\_\_

## Analysis by Student

From: \_\_\_\_\_ To: \_\_\_\_\_ Total Number of Referrals: \_\_\_\_\_

<i>Students with the highest number of referrals</i>			
<i>Name</i>	<i>#</i>	<i>Grade/Teacher</i>	<i>Referrals for...</i>

<i>Questions to Ask About Each Student</i>	
<ul style="list-style-type: none"> <li>• <i>What is their academic record?</i></li> <li>• <i>In what classes are they successful?</i></li> <li>• <i>What is their attendance record?</i></li> <li>• <i>Do they receive referrals from many different teachers or only one?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Are the referrals for the same offense?</i></li> <li>• <i>Have the parents been notified?</i></li> <li>• <i>Do they have an IEP?</i></li> <li>• <i>Have they been referred to FASST?</i></li> </ul>

### *Case Manager for Each Student*

<i>Student</i>	<i>Case Manager</i>

### *Date of Review Meeting*

<i>Student</i>	<i>Date</i>

## *Analysis by Teacher*

*From:* \_\_\_\_\_ *To:* \_\_\_\_\_ *Total Number of Referrals:* \_\_\_\_\_

<i>Teachers with highest number of referrals</i>		
<i>Name</i>	<i>#</i>	<i>Referrals for...</i>

*The names of these teachers should be passed on to the Leadership Team to determine the best course of action.*

Behavior Support Teams are asked to analyze the school's discipline data and to report on the findings to the school's leadership team. Minimally, schools will need to analyze their data in October, December, March, and May. We have chosen these months for analysis to help schools answer the following reasons:

October:

- To identify behaviors that may need reteaching.
- To identify locations of concern.
- Identify teachers and kids who need additional support.

December:

- Identify target areas for the late winter intensive

March:

- To identify students who need intensive support?
- To help identify teachers who may need to be placed on a corrective action plan.

May:

- To generate placement suggestions for the following year.
- To identify Learning Environment needs for summer training.
- To identify successes that will help the school year end on a positive note.

# Appendix

## **Student Management Standards**

### **Code of Conduct**

- All members of the school community regularly exhibit behaviors that are consistent with the School Code of Conduct.
- Students monitor their own behavior and consistently make good choices.

### **Discipline Code**

- All members of the school community clearly understand and support the school's discipline code.
- Parents, students (if appropriate), school staff, and community members review the school's discipline code annually to ensure it is continually meeting the needs of the school community.

### **Physical Environment**

- The entire school community shares responsibility for the upkeep of a positive physical environment.

### **Schoolwide Behavior Expectations**

- All members of the school community can articulate and demonstrate expectations throughout the school.
- Teachers recognize the need to reteach behavioral expectations to full class and individuals and do when necessary.

### **Positive Reinforcement**

- Positive behavior is supported throughout the school through the use of both tangible and intangible rewards.

### **Discipline**

- The overall tone of the building reflects a positive environment where students are encouraged to make appropriate choices.
- Discipline referrals lead to problem solving meetings where students, parents, and teachers plan to support appropriate student behavior.

## Student Management Guidelines

Essential Element	Beginning	Developing	Proficient	Exemplary
<b>Code of Conduct</b>	<ul style="list-style-type: none"> <li>Team has written Student Code of Conduct.</li> <li>School has established plans for teaching the Code to all students during the first few weeks of school.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate an understanding of the school's Code of Conduct through their behaviors.</li> <li>Staff members support the Code of Conduct by redirecting student behavior that is inconsistent with the Code and reteaching as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>All members of the school community regularly exhibit behaviors that are consistent with the School Code of Conduct.</li> <li>Students monitor their own behavior and consistently make good choices.</li> </ul>	
<b>Discipline Code</b>	<ul style="list-style-type: none"> <li>Discipline code has been established by the school leadership team.</li> <li>The discipline code is shared with the school community including parents, staff members and students.</li> </ul>	<ul style="list-style-type: none"> <li>All members of the staff follow the discipline code.</li> <li>The discipline code is reviewed annually to ensure it complies with state and local laws.</li> </ul>	<ul style="list-style-type: none"> <li>All members of the school community clearly understand and support the school's discipline code.</li> <li>Parents, students (if appropriate), school staff, and community members review the school's discipline code annually to ensure it is continually meeting the needs of the school community.</li> </ul>	
<b>Physical Environment</b>	<ul style="list-style-type: none"> <li>The school's physical environment supports a positive learning environment and promotes high expectations for student behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Students have ownership over the physical environment which is evidenced by the use of student work throughout the building and with the lack of vandalism.</li> </ul>	<ul style="list-style-type: none"> <li>The entire school community shares responsibility for the upkeep of a positive physical environment.</li> </ul>	
<b>Schoolwide Behavior Expectations</b>	<ul style="list-style-type: none"> <li>Leadership team develops behavioral expectations for common areas in the school.</li> <li>A system is in place for teaching student expectations for behavior during the first two weeks of school.</li> </ul>	<ul style="list-style-type: none"> <li>Expectations are regularly reviewed to reflect ever-increasing expectations for student behavior.</li> <li>Teachers take responsibility for teaching, supporting and enforcing expectations for student behavior.</li> </ul>	<ul style="list-style-type: none"> <li>All members of the school community can articulate and demonstrate expectations throughout the school.</li> <li>Teachers recognize the need to reteach behavioral expectations to full class and individuals and do when necessary.</li> </ul>	



	<ul style="list-style-type: none"> <li>• Expectations for staff members have been developed and shared with the school community.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff members demonstrate an understanding of their role in modeling and supporting expected behaviors.</li> </ul>	
<b>Positive Reinforcement</b>	<ul style="list-style-type: none"> <li>• Leadership Team has developed a positive incentive system to promote and support appropriate student behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive incentive system is supported and enhanced by staff members.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Positive behavior is supported throughout the school through the use of both tangible and intangible rewards.</b></li> </ul>
<b>Discipline</b>	<ul style="list-style-type: none"> <li>• Use of positive incentives is supported and encouraged by the Leadership Team.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive incentive systems show an increasing reliance on intangible rewards.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The overall tone of the building reflects a positive environment where students are encouraged to make appropriate choices.</b></li> </ul>
	<ul style="list-style-type: none"> <li>• The leadership team ensures that the staff has received Learning Environment training.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff members share best practices.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Ongoing workshops in learning environment are offered to the staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers who need additional support are identified and strategies for providing them with the needed support are in place..</li> </ul>	
	<ul style="list-style-type: none"> <li>• The majority of discipline referrals may be handled through the office.</li> </ul>	<ul style="list-style-type: none"> <li>• Discipline referrals are mostly handled in-house with the assistance of the lead teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discipline referrals lead to problem solving meetings where students, parents, and teachers plan to support appropriate student behavior.</b></li> </ul>
<b>Behavior Support Team</b>	<ul style="list-style-type: none"> <li>• School has established a Behavior Support Team whose membership is made up of the SSM, Academy Director, and one representative teacher from each house. Other members may include the nurse, librarian, or principal.</li> </ul>	<ul style="list-style-type: none"> <li>• The school community is aware of the responsibilities of the Behavior Support Team and supports their work.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Behavior Support Team is seen as an integral part of the school and improves the schoolwide learning environment.</b></li> </ul>

- Behavior Support Team analyzes data for trends in school behavior.
- The Behavior Support Team provides suggestions for improving behavior based on the analysis of the behavior.
- Behavior Support Team establishes protocols for analyzing the data and sharing it with the leadership team.
- The Behavior Support Team routinely provides guidance to individual teachers and the leadership team in the area of student management through the use of peer observation, building action plans, teacher support plans, and student support plans.



# Resources

## Books

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Emmer, Edmund et al. Classroom Management for Secondary School Teachers. Needham Heights, MA: Allyn and Bacon, 1997.

Fay, Jim and David Funk. Teaching With love and Logic: Taking Control of the Classroom. Golden, CO: Love and Logic Press, 1996.

Gibbs, Jeanne Tribes. Sausalito, CA: Center Source Systems, 1996.

Haberman, Martin. Star Teachers of Children in Poverty. West Lafayette, IN: Kappa Delta Pi, 1995.

Jenson, William R. et al. The Tough Kid Tool Box. Longmont, CO: Sopris West, 1998.

Johnson, Louanne. Two Parts Textbook, One Part Love. New York, NY: Hyperion, 1998.

Kriete, Roxann. The Morning Meeting Book. Greenfield, MA: Northeast Foundation for Children, 1999.

Ladson-Billings, Gloria. The Dreamkeepers: Successful Teachers of African-American Children. San Francisco, CA: Jossey-Bass, 1997.

Nelson, Jane. Positive Discipline: A Teacher's A-Z Guide. Rocklin, CA: Prima Publishing, 1996.

Northeast Foundation for Children. Off to a Good Start: Launching the School Year. (The Responsive Classroom Series, #1). Greenfield, MA: Northeast Foundation for Children, 1997.

Rhode, Ginger et al. The Tough Kid Book: Practical Classroom Management Strategies. Longmont, CO: Sopris West, 1998.

Wong, Harry and Rosemary Tripi Wong. The First Days of School: How to Be an Effective Teacher. Sunnyvale, CA: Harry Wong Publications, 1991.

## **Web Sites**

[www.disciplinehelp.com](http://www.disciplinehelp.com)

A comprehensive web site that divides student behavior into four categories, describes the behaviors, gives explanations for the needs of students, common mistakes teachers make when responding to each behavior and solutions for change.

[www.responsiveclassroom.org](http://www.responsiveclassroom.org)

Web site for the Responsive Classroom. Excerpts from the Responsive Classroom newsletter. Go here to sign up for their free newsletter and to order Responsive Classroom materials.

[www.middleweb.com](http://www.middleweb.com)

A web site devoted to Middle School teachers and their students. Great links to other areas of interest.

[www.nmsa.org](http://www.nmsa.org)

The web site for the National Middle School Association.

## Exhibit 9

### Edison Leadership Team Training Session Offerings

**Title:** *Building a Community of Learners*

**Description:** What is the state of your student management plan? How do students and teachers alike feel about coming to school? How do you create rituals that support a sense of community? This session will help experienced schools answer these questions and more. It will explore the use of the behavior support team and climate committees to improve the overall culture of the school. The session is designed for schools who have an effective student management plan and are ready to tackle specific school climate issues involving both students and teachers.

**Time:** 3 Hours

**Title:** *Cohesive Teams = School Success*

**Description:** We have all heard the phrase, "There is no 'I' in team!" In this session participants will become skilled at creating a culture that supports the development of successful teams. Research supports the claim that highly functioning teams practice effective team skills, which in turn contributes to school success. During this incredibly interactive session, participants will be introduced to team roles, the use of agendas and minutes to support strong teamwork, and the benefits of creating a cohesive team. Participants will leave the session with resources to support the development of team roles, agendas, and minutes that will make the team more efficient and effective through a renewed cohesiveness. Remember, "T.E.A.M: Together Everyone Achieves More."

**Time:** 3 Hours

**Title:** *Designing Meaningful Professional Development Programs*

**Description:** This session will help participants begin to think about how to initiate and carry out effective professional development plans, focused on meeting the identified needs of their teachers. Participants will learn how to create a needs based assessment tool and develop a plan that ensures all teachers have the support and training they need to push them to the next level of teaching. Strategies for using Edison's professional development library will be shared, and teams will have time to begin work on professional development goals to take back to the site.

**Time:** 90 Min

**Title:** *Establishing Achievement Routines That Matter*

**Description:** Effective schools create routines that support achievement. This session will share ideas for establishing these routines and creating monitoring and accountability systems to make sure they are followed and are having the intended impact.

**Time:** 90 Min

**Title:** *Leading Peers*

**Description:** This session will help new leaders develop skills for leading their peers. Understanding your personal communication style and how that influences interactions with peers will be covered as well as strategies for peer coaching and observation.

**Time:** 2 Hours

**Title:** *Mission, Vision, Values, and Goals: Strengthening The Four Pillars of Your School*

**Description:** Effective schools understand why they exist as an institution (their mission), what their aspirations are (their vision), how they operate on a day to day basis (their values), and how they plan to close the gap between where they are and where they want to be (their goals). This session will focus teams on these four components of an effective school culture including techniques for creating staff buy-in. Each team will leave with a clearly articulated plan for analyzing the current status of their schools mission, vision, values, goals, and the next steps for creating buy-in by the entire school community to all four.

**Time:** 3 Hours

**Title:** *Student Achievement Planning*

**Description:** This session will begin with providing an overview of the 8 key strategies of the Edison Student Achievement Plan. Teams will work through each of the strategies, identifying key action items that will help them implement quality actions that will positively impact student achievement. Teams will develop SMART goals and create action plans that will support the implementation of these goals. This session will also include an overview of NCLB for each state.

**Time:** 3 Hours

**Title:** *Team Planning: What's Next?*

**Description:** Under the leadership of each area's Achievement Vice President, school leadership teams will conduct team meetings to identify the next steps based on new insights from the week's sessions. It is an opportunity for the team to create action plans for implementation on return to their sites.

**Time:** 3 Hours

**Title: *Using a Pyramid of Prevention to Ensure Achievement for All***

**Description:** How does the existing culture of your school impact student success...or failure? Most schools own the success of children; not all schools own the responsibility for ensuring all students succeed. Explore and identify the assumptions, beliefs, and values that drive your school culture. See how one school uses a clearly articulated model highlighting a “pyramid of interventions” to do whatever it takes to ensure the success of all learners.

**Time:** 3 Hours

**Title: *Using Data to Plan Next Steps***

**Time:** 3 Hours

**Description:** Effective schools rely on data to determine their schools strengths and weaknesses. Teams will use the school’s monthly and longitudinal data to identify trends in student learning; both strengths and areas needing attention, teacher research opportunities, and professional development needs. The session will help teams create action plans to meet the needs of all students. Focus will be placed on identifying available data, how it’s currently used, and how it could be optimized. Teams will also identify areas that may be lacking appropriate data for analysis and will create a plan for closing that gap. Teams will also learn techniques for managing and monitoring data.



## Exhibit 10

### Edison Leadership Development Academy Session Offerings 2006

**Title:** *Best Practices for Uses of Data*

**Time:** 90 Minutes

**Audience:** All Principals

**Description:** Knowing how to collect, analyze, and react to the various pieces of data is a key understanding all building leaders need to possess. During this session, a principal's panel will discuss how they have established routines that use data effective ways.

**Title:** *Coaching for Change*

**Time:** 3 Hours

**Audience:** All Principals

**Description:** Not all teachers need and react to the same type of coaching and mentoring. This session will help participants understand how to explore each teacher's strengths and beliefs about teaching and learning and how those beliefs influence impact their willingness to support changes. We will then go on to explore how to create plans of support for different teaching styles so that your coaching time is used to make real changes in teaching behavior.

**Title:** *Curriculum & Instruction*

**Time:** 4.5 Hours

**Audience:** Foundation Course: All First Year Attendees

**Description:** This session concentrates on the development of principals as instructional leaders in their school's implementation of curriculum. Participants in the workshop will examine strategies that help school leaders define clearly what curriculum and instruction in their school will look like and how they can secure that vision through site-based curriculum mapping. Both theoretical and applied strategies to curriculum and instruction as well as various templates for generating grade-by-grade and school-wide curriculum maps will be presented.

**Title:** *Data Driven Decision Making*

**Time:** 6 Hours

**Audience:** Foundation Course: All First Year Attendees

**Description:** School leaders must ensure that data analysis takes into consideration operational data points that significantly impact student achievement, such as: student and teacher attendance, parent participation, out-of-class suspensions, etc. These indicators have a demonstrated impact on student achievement performance. The data regarding them should be benchmarked, with goals set for improvement from the benchmarked points. This

workshop will help school leaders guide their staff in carrying out responsible and useful data-driven decision-making.

**Title:** *Demystifying Federal Grants Compliance with No Child Left Behind*

**Time:** 90 Minutes

**Audience:** Edison Principals

**Description:** Is your school is being allocated all Title I funding for which it is eligible and properly expensing the allocations awarded? Is your school in compliance with NCLB? This session will navigate the complex financial and programmatic requirements of NCLB. New in FY07, the Edison Grants Office has developed a NCLB compliance manual that will lay out what your school needs to do, when and how to do it, who at the school should be responsible, and who to ask for help. We will also discuss monitoring and technical assistance to be provided by the Grants Office. This session is designed for leadership and AFMs of Edison schools that are Local Education Agencies (LEAs).

**Title:** *Developing the Leaders Around You*

**Time:** 3 Hours

**Audience:** All Principals

**Description:** Great leaders - truly successful ones- are those who nurture and develop others around them to lead. This session, based on the book of the same title by John Maxwell, will provide you with strategies for mentoring others as you strengthen you own leadership abilities.

**Title:** *Elements of Quality Instruction*

**Time:** 3 Hours

**Audience:** All Principals

**Description:** The four researched based domains of quality teaching that can be observed in the classroom are: Domain I: Instructional strategies. Domain II: Classroom management and Organization. Domain III: Presentation of subject matter. Domain IV: Learning Environment. Each of these domains has criteria and performance indicators which is the actualization of the criteria in the classroom performed by the teacher. This session will introduce you to elements of effective teaching and how to use the information in observations. It will also explore follow-up coaching strategies to create higher performance levels in the classroom.

**Title:** *Establishing Achievement Routines*

**Time:** 90 Minutes

**Audience:** All Principals

**Description:** Effective schools create routines that support achievement. This session will share ideas for establishing these routines and creating monitoring and accountability systems to make sure they are followed and are having the intended impact.

**Title: *Establishing Rigor in Classroom Instruction***

**Time:** 90 Minutes

**Audience:** All Principals

**Description:** Because we believe that all kids – no matter their backgrounds or past performance can not only handle rigor in the classroom, but also deserve it; how do we make sure all of our students are receiving rigorous and relevant instruction? This session will explore basic questions about rigor: what are teachers doing in a rigorous classroom; what are students doing in a rigorous classroom; what does rigorous student work look like at different grade levels? In our work in this session, we will create a basic rubric that can be used to analyze the current level of rigor in your classrooms. From this starting point, you will be able to determine what opportunities you can provide your teachers to learn more about incorporating rigor into their teaching.

**Title: *Golden Apple Award***

**Time:** 90 Minutes

**Audience:** Edison Principals

**Description:** The Golden Apple was awarded at the 2005 PLC to the five principals who posted the highest scores on the Harris Interactive Satisfaction Survey. Hear how they use the information from the survey to create action plans for identified areas of growth, and what they do to ensure high return rates from their constituents.

**Title: *Literacy Leadership In Action***

**Time:** 90 Minutes

**Audience:** All Principals

**Description:** What role do school principals play in creating a culture of literacy in their school? Explore the role of the principal as a Literacy Leader. Discuss ways of establishing a school-wide approach to literacy instruction and learning. Examine ways of building teachers' professional knowledge, and developing a collaborative professional community committed to literacy as a school-wide mission.

**Title: *Mission, Vision, Values, and Goals: Strengthening The Four Pillars of Your School***

**Time:** 6 Hours

**Audience:** All Principals

**Description:** Effective schools are those that understand why they exist as an institution (their mission), what their aspirations are (their vision), how they operate on a day to day basis (their values), and how they plan to close the gap between where they are and where they want to be (their goals). This session will focus participants on these four components of an effective school culture including techniques for creating staff buy-in. Each participant will leave with a clearly articulated plan for analyzing the current status of their schools mission, vision, values, and goals and next steps for creating buy-in by the entire school community to all four.

**Title:** *Preparing for a Charter Renewal*

**Time:** 3 Hours

**Audience:** Edison Principals

**Description:** It's never too early to plan for renewal of your charter. This work session will provide a framework for analyzing your contract, preparing for data collection, and creating a work plan that will make for a painless renewal.

**Title:** *Rags to Riches*

**Time:** 3 Hours

**Audience:** Edison Principals

**Description:** Owning and controlling your budget is the mark of a great principal. This session, run by Area Financial Managers, General Managers, and Principals, will help you understand how your budget works and will give you strategies for finding the money to do what your school needs.

**Title:** *Supervision & Evaluation*

**Time:** 6 Hours

**Audience:** Foundation Course: All First Year Attendees

**Description:** Supervision and evaluation of teachers are at the heart of school improvement and school leaders must be masters of both inter-related processes. This workshop will help school leaders to be more effective supervisors and evaluators of teachers and is built around the work of Alexander Platt as outlined in his book, *The Skillful Leader: Confronting Mediocre Teaching*. Participants are encouraged to purchase this book at <http://www.rbteach.com/>.

**Title:** *The Effects of Efficacy on Student Achievement*

**Time:** 3 Hours

**Audience:** All Principals

**Description:** What teachers believe and communicate to their students about intelligence has a profound impact on the willingness of their students to work hard to achieve. This session will explore beliefs about intelligence and how these beliefs impact educational practices and student learning. We will then explore the power and role of expectations in building a culture of achievement. The session will then explore ways teachers can help students learn positive thought patterns and strategies for attacking tasks that will help them grow into confident learners.

**Title:** *The Nuts and Bolts of Writing a Grant Proposal*

**Time:** 90 Minutes

**Audience:** All Principals

**Description:** Designed for beginners, this session will guide you through the basics of writing a grant. We will begin by exploring how to identify funders who would be interested in your project and how to work with grant application guidelines and requirements. From there, we will give an overview of the key components of a grant including how to develop a needs statement, how to

identify goals/objectives, how to define project activities and a timeline, and how to develop a project budget. Hands-on activities will be included.

**Title: *The Paralysis of Analysis***

**Time:** 6 Hours

**Audience:** All Principals

**Description:** Now that you have the data, so what? This session will explore the use of data in informing classroom instruction and how while educators have developed quality approaches to capturing where our students are; we may not always be organizing intentionally to close the gaps. How do principals create opportunities for better instructional planning around the data and what types of frameworks currently exist for teachers to engage in quality instructional planning? Participants will explore these and other questions in relation to the structures they presently employ and design methods for improving the instructional planning process within their schools

**Title: *The UK Experience***

**Time:** 90 Minutes

**Audience:** All Principals

**Description:** Edison Schools UK was founded in 2002 to provide frontline school improvement services in the UK. The company is based in Colchester, Essex, UK and is a subsidiary of Edison. Edison Schools UK works with partner schools through a process of consultancy, coaching and innovation, to provide a complete package of services and technologies to assist with raising achievement. Edison UK currently works with over 40 schools throughout the United Kingdom. Hear from our UK colleagues how the Edison concept is used in these schools.

**Title: *Using a Pyramid of Prevention to Ensure Achievement for All***

**Time:** 3 Hours

**Audience:** All Principals

**Description:** How does the existing culture of your school impact student success...or failure? Most schools own the success of children; not all schools own the responsibility for ensuring all students succeed. Explore and identify the assumptions, beliefs, and values that drive your school culture. See how one school uses a clearly articulated model highlighting a “pyramid of interventions” to do whatever it takes to ensure the success of all learners. Work with your colleagues to prepare your own Pyramid of Interventions to ensure that you are securing success for all of your students.

**Title: *Using Benchmark Data***

**Time:** 2 Hours

**Audience:** Alliance and Tungsten Principals

**Description:** This session will provide Benchmark clients an opportunity to share best practices using the benchmarks to monitor student progress, inform instruction, and increase student achievement. Achievement Advisors will

provide tools and resources to support student and teacher engagement with the benchmark data.

**Title: *What is Effective Differentiation?***

**Time:** 6 Hours

**Audience:** All Principals

**Description:** We all know that teaching to the middle (what the curriculum is geared towards) is not what all learners need in order to learn, but what do they need and how will they get it? Is differentiation in your building meeting the needs of all learners? Learn how to work with your staff to assess the current level of school and classroom readiness for differentiation and the quality of differentiation that is actually happening. Elements include preparing the classroom and the students for differentiation, grouping strategies, active engagement, tiered assignments, differentiated assessment, and tracking progress through classroom observations and academic growth.

**Title: *Women in Leadership***

**Time:** 3 Hours

**Audience:** All Principals

**Description:** This session will explore issues and perceptions surrounding women's leadership and work experiences. In addition to clarifying strengths and development areas, and working with models of power and influence, participants will explore the choices and tradeoffs they face as women juggling personal and professional objectives. Participants will: 1. Learn strategies for using their power and influence more effectively within their organizations. 2. Make new choices for investment of personal energy based on an examination of tradeoffs and rewards. 3. Learn how to lead with authenticity, clarifying personal values and their fit within the organizational culture. 4. Examine research on women's leadership.

**Title: *Working With Your Board***

**Time:** 90 Minutes

**Audience:** Edison Principals

**Description:** Few charter school leaders have any governance experience, yet they are one of the keys to effective governance, and in many ways to the successful Edison/ board relationship. But how does a principal balance the demands of both Edison and the Board? Explore the specific responsibilities of the administrator, the board, and the management company. Learn the secrets of clear 3-way communication and how to write a successful board report. Apply best practices about management and governance, negotiating and communicating, as you work with colleagues to create a communication plan to ensure effective communication throughout the school year.

## Fall 2006 ELDA

**Title: *Making Peer Coaching Work***

**Time:** 90 Minutes

**Audience:** All Principals

**Description:** You and your teachers learned how important Peer Coaching is at the ILC and research has shown that teachers learn best from other teachers but how can you make this a reality in your building? This session will provide insights to the procedures and operational structures that need to be in place to make peer coaching truly effective. By examining the common obstacles surrounding a leader's ability to develop positive coaching relationships and establish communication skills among the teaching staff, leaders will design strategies for creating an effective environment for building a more collegial atmosphere for learning.

**Title: Growing Your Own: Building Your Academy Director's Leadership**

**Time:** 90 Minutes

**Audience:** All Principals

**Description:** The cornerstone to effective instruction is shared leadership. Powerful leaders realize the need for pulling resources together to reach the common bond of empowering students. This session will explore how principals and administrators can begin developing their Academy Directors into strong and effective leaders within their respective schools.

**Title: Ensuring Academic Success for All Students**

**Time:** 3 Hours

**Audience:** All Principals

**Description:** As instructional leaders we are responsible for ensuring that every student is meeting the state academic standards. This session will explore how instructional leaders can organize to not only establish the wider initiatives for academic intervention but also create a system to ensure that classroom instruction is meeting the needs of all students. This session will build on the Pyramid of Interventions session from this summer's ELDA.

**Title: Supervision & Evaluation: Leading Through Change**

**Time:** 3 Hours

**Audience:** All Principals

**Description:** This session picks up where Supervision & Evaluation I Left off. All change initiatives encounter some resistance and a propensity to maintain the status quo. This session will address specific leadership behaviors with the intent of providing building leaders with essential research-based tools to successfully address such resistance. Participants will attain a greater understanding of the change process and how to manage it. **Prerequisite:** Supervision and Evaluation.

**Title: Planning for Every Learner**

**Time:** 3 Hours

**Audience:** All Principals

**Description:** Planning for every learner. It is what we want and expect from every teacher. But how do we ensure it? Creating systems by which we understand first the needs of every learner and the strategies for differentiation and second combining that with a proven and effective model for instructional planning is the answer. In this session principals will examine proven methods from proven leaders in both of these areas. **Prerequisite:** Curriculum & Instruction

**Title:** Making Meetings Meaningful

**Time:** 90 Minutes

**Audience:** All Principals

**Description:** Through exploration of the strategies outlined in Patrick Lenioni's book *The Five Dysfunctions of a Team* and Todd Whitaker's book *What Great Principals Do Differently*, principals will work to design meetings that build staff morale and impact the professional environment of their school. Principals will organize at least one meeting that they can bring back to their school to use with their staff.

**Title: Supporting Classroom Learning Communities**

**Time:** 90 Minutes

**Audience:** All Principals

**Description:** This session will identify the key ingredients of a classroom that encourages a sense of community. We will create observation protocols for evaluating the classroom environment; review areas of common concern for teachers and identify support strategies for struggling teachers.

**Title: The Work of the PLC**

**Time:** 90 Minutes

**Audience:** All Principals

**Description:** We learned about PLC's at ELDA and at the ILC. This session will focus on the three questions that are the focus for PLC's: What is it we want all students to learn? How will we know they are learning it? What will we do when they fail to learn? We will explore the role of the school leader in supporting and holding teams accountable for focusing their school teams on this important work.

**Title: Building and Living the Vision**

**Time:** 90 Minutes

**Audience:** All Principals

**Description:** Our responsibility as leaders is to direct the capacity and energy of the staff to realize a better future for your organization. Participants will learn a process for creating a vision statement that incorporates the views of key stakeholders. You will develop values statements that support the vision and explore strategies for holding people accountable for living the values.



**Title: Developing Teacher Leaders****Time:** 3 Hours**Audience:** All Principals

**Description:** Successful schools have learned how to transform themselves into professional organizations where leadership is shared and teachers take on the responsibility for working collaboratively with their peers in leadership roles. To realize this type of environment, principals need to take the lead on developing the leadership capacity of their teaching staff. Working with their peers, participants will categorize the work of teacher leaders and will learn to identify teachers who have the capacity to become peer leaders. Finally, they will learn to create individual growth plans focused on developing leadership skills.

**Title: *Getting Great PR for Your School!*****Time:** 90 Minutes**Audience:** All Principals

**Description:** This session will examine relationship building with your local media and community partners and how to leverage those relationships, the importance of “branding” your school, and strategies for handling challenging situations through use of the Crisis Communications Protocol.

**Title: Connecting Student Learning with Teacher Evaluations****Time:** 3 Hours**Audience:** All Principals

**Description:** Principals know that the most significant factor in student achievement is the classroom teacher, yet we continue to struggle with how to assess teacher quality. This session will highlight four approaches to assessing teacher quality through student work, teacher professional standards, goal-setting, and student gains. Participants will explore each approach and choose one to add to their repertoire of teacher evaluation tools.

**Title: Coaching with DISC****Time:** 3 Hours**Audience:** All Principals

**Description:** Not all teachers need the same type of coaching and mentoring. Nor do they need this session will help participants understand the different ways people react to coaching situations. We will then go on to explore how to modify individual coaching behavior to support teachers who approach a coaching relationship differently than you.

**Title: Ensuring Student Safety****Time:** 3 Hours**Audience:** All Principals

**Description:** Ensuring that teachers and staff understand and adhere to all school policies and procedures for supervision of students throughout the day can be a daunting task but is one of utmost importance for all principals. This

session will focus on how to develop and implement policies and procedures for dealing with emergencies such as a hostage situation or a gunman in your school building.

**Title: Five Points of Accountability 2006-07**

**Time:** 3 Hours

**Audience:** All Principals

**Description:** Being a Five-Star School isn't just about scores on high-stakes tests. This required session will explain how Customer Satisfaction, Operational Excellence, School Design, Financial Management and Student Achievement are interrelated and all contribute to a Five-Star rating for your school.

**Title: MAP and The Managed School Principal**

**Time:** 3 Hours

**Audience:** Managed School Principals

**Description:** The day in the life of a principal is often consumed with activities that are important, such as classroom observations, meetings with new teachers, or attendance at the student council meeting, but not important enough to supersede other activities such as problems with buses, snow removal, or restroom plumbing. This session will introduce managed school principals to some of the new and innovative educational structures that will be put into place over the next two years which will give principals the time and resources needed to provide true educational leadership and ensure that all Edison Schools are Five Star Schools.

# Exhibit 11

## Instructional Leadership Conference

### Sample Session Descriptions

**Title:** Building Blocks for Leading Educational Teams: Influence, Communication and Behavioral Talents

**Description:** Whether you are a transitioning or current leader of an educational team (lead teachers, coordinators and department heads) you must communicate effectively and influence others to ensure the successful implementation of the academic programs in your schools. Understanding your natural communication tendencies and those of others you work with will allow you to eliminate barriers to effective communication and build stronger relationships with those you lead. Identifying your natural behavioral talents and how to leverage them in key leadership situations you face every day will improve your personal leadership effectiveness and results. The teacher to educational team leader transition requires new leadership competencies to be utilized and developed. This session will provide the foundation for educational leadership team communication and leadership effectiveness.

**Time:** 3 hours

**Title:** The Quest for Excellent Teaching

**Description:** This session will help you recognize what excellent teachers do before, during, and after instruction. We will use the Edison instructional rubrics to identify quality instruction and will follow through with self-assessment strategies to help you and your colleagues determine areas for strength and areas for growth. This information can help you create your team's areas of focus for professional development throughout the year.

**Time:** 90 minutes

**Title:** Coaching Your Peers

**Description:** Research has shown that teachers learn best from other teachers. This session will provide techniques to help you become an effective, one-on-one coach for your colleagues. We will cover key steps in creating positive coaching relationships with other teachers, and communication skills and strategies that will help build powerful relationships between colleagues.

**Time:** 90 minutes

## Sessions for Reading Curriculum Coordinators

**Title:** Emergent Literacy: Phonemic Awareness

**Description:** This session helps to build understanding of the importance that speech sounds play in reading and how to incorporate activities to develop these skills throughout the day. The session also provides teachers with suggested instructional strategies they can use with any lesson.

**Time:** 45 minutes

**Title:** Emergent Literacy: Emergent Writing

**Description:** Do Kindergarten teachers need to wait to teach reading and writing skills to their students until students are able to do this independently? This session presents early literacy teachers with a variety of ways to incorporate emergent reading and writing activities all day long, even before students are able to read connected text or write actual sentences.

**Time:** 45 minutes

**Title:** Language Objectives, the Missing Link!

**Description:** The primary value of language lies in being the tool for thinking. Conscious thinking requires an understanding of language, words, and metaphors; as well as integrated concepts. Language can be a barrier in students' academic success and can prevent teachers from achieving their content objectives and learning standards goals. Based on one of the components of the research-based SIOP Model, this session will equip school leaders with a tool known as Language Objectives and how they can promote this tool at their school level to enable teachers to focus on potential language barriers while planning instruction. Participants will experience the process of identifying language barriers and developing Language Objectives in order to feel at ease in modeling this process for their teachers. Participants will also receive a list of suggested strategies they can take back to their schools which will assist teachers in making the necessary accommodations to their lessons so language does not become a barrier in students' thinking and academic success.

**Time:** 90 minutes

**Title:** Writing Brief & Constructed Responses: A Professional Development Series

**Description:** This session will outline for teacher-leaders how to conduct a Professional Development series with their teachers that focuses on teaching students how to write brief and extended constructed responses. Materials that were used in a PD series that was offered to teachers in an Edison school will be shared with the participants.

**Time:** 90 minutes

**Title:** Targeted Reading Interventions

**Description:** This session will focus on how teachers can use the reading data they regularly collect to identify student strengths and weaknesses (and/or determine when more information is needed) in order to select and implement interventions that target students' identified needs. Participants will practice analyzing data and selecting appropriate interventions based on the information provided.

**Time:** 90 Minutes

**Title:** Content Area Literacy: Intentional Vocabulary Instruction

**Description:** What are the essential components of effective vocabulary instruction? Why do teachers need to understand how students naturally interact with words in order to drive formal vocabulary instruction? Which instructional strategies and methods are most effective in leading to increased vocabulary development in students? In this session, teachers and literacy coaches will discuss effective strategies and methods for embedding and promoting vocabulary instruction in all subject areas.

**Time:** 45 minutes

**Title:** Content Area Literacy: Critical Reading Skills

**Description:** This session will examine, discuss, and demonstrate the critical reading skills in expository and informational text for teachers in all subject areas to help students achieve success with this type of text. Teachers will have an opportunity to learn and model/demonstrate some of the research based strategies/ideas presented.

**Time:** 45 Minutes

**Title:** Writing Paragraphs & Essays: A Professional Development Series

**Description:** This session will outline for teacher-leaders how to conduct a Professional Development series with their teachers that focuses on teaching students how to write paragraphs and essays. Materials that were used during a PD series will be shared with the teachers.

**Time:** 90 minutes

**Title:** Correlating the Reading Assessment and Lexile Data

**Description:** This session will help RCC's and other leaders in the building to use the Lexile data in determining the probability relationship between a students' Lexile score and the performance scale scores of the state reading test. Participants will learn how to promote Lexile growth and initiatives to support goal setting by teachers and students as they work to make gains in their Lexile scores over the year.

**Time:** 90 Minutes

**Title:** Using the 7 Keys to Comprehension Effectively with Students

**Description:** What are the seven keys to comprehension and how can we utilize them in the classroom effectively? In this session, participants will review the 7 Keys to Comprehension as discussed in the book of the same title by Susan Zimmerman and Chryse Hutchins. Participants will learn, discuss and share best practices for each "Key," as well as receive observational tools for use with students in the classroom.

**Time:** 3 hours

**Title:** Secondary Writing: A Professional Development Series

**Description:** In this session, participants will explore how to conduct PD sessions with secondary teachers that focus on different forms of non-fiction writing. After an introduction to the different forms of non-fiction writing, teachers will engage in practice activities that focus on modeling and constructing short and extended responses. This session will prove to be ideal for both English Language Arts teachers and content area teachers because of the strong connection between writing and reinforcing content.

**Time:** 90 minutes

**Title:** The Paralysis of Analysis

**Description:** Now that you have all this data, so what? This session will explore the use of data in informing classroom instruction and how, while educators have developed quality approaches to capturing where our students are, we may not always be organizing intentionally to close the gaps. How do teacher leaders create opportunities for better instructional planning around the data, and what types of frameworks currently exist for teachers to engage in quality instructional planning? Participants will explore a framework design for improving the instructional planning process within their schools and define next steps that would need to take place when introducing this model at their site.

**Time:** 90 minutes

## Sessions for Math Curriculum Coordinators

**Title:** Beginning the Journey as a Math Leader

**Description:** Successful schools have successful leaders. Research indicates that schools with exemplary math leaders make significant gains (better than 10%) on state tests. In this session math leaders will participate in a panel discussion on the responsibilities, expectations, and successful implementation of being a math leader, which leads to student success. Roles will be unveiled and support structures will be documented which will lead to reachable goals of: coaching, mentoring, developing math content knowledge, leading study groups, and helping in the improvement with mathematical pedagogical strategies, to name a few. Upon completion of this session participants will be equipped with their roles, responsibilities and ideas of support to help create a school of high mathematics instruction and learning.

**Time:** 90 Minutes

**Title:** Coaching Math Teachers

**Description:** Become skilled at how successful math coaches build on their ability as a thriving classroom teacher and help foster growth in other math teachers through collaboration, experiences with model lessons, observations, reflection, and continuous support. This session will confirm and build upon the strategies, which were delivered in the session: Coaching Your Peers. However, the emphasis will be specifically designed to utilize your strengths as a mathematics leader/teacher to help support and improve current classroom practice. Participants will engage in real-life scenarios that could possibly occur in their school and create a mentoring plan to positively help change the current classroom practice. Upon completion of this session participants will leave with proven strategies that will defuse barriers and increase levels of high-quality math instruction.

**Time:** 90 Minutes

**Title:** Setting up Support and Professional Development Initiatives for the Year

**Description:** Is professional development only a time filler? Does it have a measurable outcome? As math leaders in the building, math coordinators have a responsibility to provide ongoing staff development, which raises the level of math instruction in the school. But how? One way is to become familiar with all math curriculums to ensure ongoing curriculum-based support. In this interactive session math coordinators will explore a series of steps that will help identify the professional development needs of their school and end with measurable outcomes that support student success. Upon completion of the session, participants will take with them examples and tools of various professional development support models that will help meet the math needs in their school.

**Time:** 90 minutes

***Title: Problem Solving***

**Description:** William A. Brownell stated in: *The Measurement of Understanding* (1946), "A problem is not necessarily solved because the correct answer has been made. A problem is not truly solved unless the learner understands what he has done and knows why his actions were appropriate." So why, as educators do we focus on a linear step-by-step process of "finding" an answer to the problem instead of concentrating our energy towards the ultimate goal of students understanding what the problem is and facilitating a process which answers the question for them, the students? In this session, participants will interact with actual problems and develop an understanding of the non-linear steps of solving these problems. Participants will also expand their background knowledge of the Constructivist theory and how this promotes student understanding. Finally, participants will be engaged in identifying how the structure of Blooms Taxonomy can be incorporated into a mathematics classroom to facilitate student conceptual understanding of problems in math. Upon completion of this session the participants will have an updated awareness of problem solving and will be prepared to integrate these steps into their math lessons and model in a math classroom of their peers.

***Time: 90 minutes***

**Title: Assessment: It's Not All Paper and Pencil**

**Description:** In the current environment of education we hear the word "assessment" and think state tests, NCLB, or AYP. However, in the year 2000 the National Council of Teachers of Mathematics made two profound statements about assessment:

1. Assessment should support the learning of important mathematics and furnish useful information to both teachers and students.
2. Assessment should not merely be done to students; rather, it should also be done for the students

*In this session, participants will explore six standards of exemplary math assessment that address how assessment should reflect what students should know and be able to do, augment mathematics learning, encourage equity be an open process, promote proper inference, and be a logical process. Participants will also receive tools and templates, which they can implement into their classrooms that are based on real-life examples that have successfully been used in other classrooms.*

**Time: 90 minutes**



## Sessions for Lead Teachers

**Title:** Effects of Efficacy on Student Achievement

**Description:** What teachers believe and communicate to their students about intelligence has a profound impact on the willingness of their students to work hard to achieve. This session will explore beliefs about intelligence and how these beliefs impact educational practices and student learning. We will then explore the power and role of expectations in building a culture of achievement. The session will then explore ways teachers can help students learn positive thought patterns and strategies for attacking tasks that will help them grow into confident learners.

**Time:** 3 hours

**Title:** Observing and Providing Feedback

**Description:** Peer observation has long been seen as a highly effective way to provide meaningful professional development for both the teachers being observed and the observer. However, doing it effectively and efficiently can be a challenge. This session will provide both practice strategies for making peer observation work as well as proven techniques for providing meaningful feedback that will lead to enhanced student learning.

**Time:** 3 hours

**Title:** Building a Professional Learning Community

**Description:** One promising strategy for substantive school improvement is developing professional learning communities (PLC's). An environment fostering mutual cooperation, emotional support, personal growth, and a synergy of efforts characterizes the Professional learning community. This session will help participants answer the following questions about Professional Learning Communities: What are the "big ideas" that represent the core principles of professional learning communities? How do these principles guide schools' efforts to sustain the professional learning community model until it becomes deeply embedded in the culture of the school?

**Time:** 3 hours

**Title:** Establishing Rigor in Classroom Instruction

**Description:** Because we believe that all kids – no matter their backgrounds or past performance can not only handle rigor in the classroom, but also deserve it; how do we make sure all of our students are receiving rigorous and relevant instruction? This session will explore basic questions about rigor: what are teachers doing in a rigorous classroom; what are students doing in a rigorous classroom; what does rigorous student work look like at different grade levels? In our work in this session, we will create a basic rubric that can be used to analyze the current level of rigor in your classrooms. From this starting point,

you will be able to determine what opportunities you can provide your colleagues to learn more about incorporating rigor into their teaching.

**Time:** 3 hours

**Title:** Using Teams to Support Student Learning

**Description:** This session is intended to provide Leads with strategies for supporting the teachers in their house in working with students with special needs. Specific case studies will be presented and brainstorming sessions will be modeled. Leads will leave with a better understanding of their role as a leader in supporting Responsible Inclusion and feel re-invigorated about successfully supporting these students within their house.

**Audience:** Lead Teachers

**Time:** 90 minutes

**Title:** Making the FASST Process Work: WE NEED YOU!

**Description:** This session is intended to demonstrate how school leaders can take FASST to new levels. Participants will leave with a renewed sense of their role in being a driver of this process as a leader in their school and the importance of a working FASST system in creating successful schools.

**Time:** 90 minutes

**Title:** Coaching Opposites

**Description:** Not all teachers need and react to the same type of coaching and mentoring. This session will help participants understand their personal coaching style and how that will influence the way they will interact with those people they are coaching. We will then go on to explore how to modify individual coaching behavior to support teachers who approach a coaching relationship differently than you.

**Time:** 90 minutes

**Title:** Standards-Based Lesson Planning

**Description:** This session will focus on the importance of “unwrapping” our state standards and getting to know what is really necessary to teach. Teachers will deconstruct their own state standards and decide how to effectively design lesson plans that will contain an essential, clearly defined learning objective following by careful modeling or a clear sequence of steps.

**Time:** 90 minutes

**Title:** Supporting Science Instruction

**Description:** Participants will examine an outline of the Cycle of Effective Instruction as it applies to science instruction. Aspects of science instruction that are unique and those similar to other subjects will be defined and described to properly create the expectations leads should have when visiting a classroom teaching in Science. These include but are not limited to; Teaching Vocabulary

on a Need to Know basis, Stating Objectives as Questions, Effective Content Area Reading Strategies, and using the WHaYL.

**Time:** 90 minutes

## **Choice Sessions All Participants**

**Title:** Teaching the Adolescent Brain

**Description:** Why do adolescents behave the way they do? Why do their brains seem to be detached at times? How can we, as educators, reach them more effectively? The focus of this session will be to provide educators with an understanding of how the adolescent brain changes over time, how those changes affect the process of learning, and what educators can do to help their students learn more effectively, even when their brains seem to be on the fritz.

**Time:** 3 Hours

**Title:** Differentiated Instruction

**Description:** We all know that “teaching to the middle” (the level at which most curriculum is geared) does not meet the needs of all learners, but what do they need and how will they get it? This session will help teachers answer the question: *“Is differentiation being used in your school to meet the needs of **all** learners?”* Learn how to assess the current level of school and classroom readiness for differentiation and the quality of differentiation that is already happening. These hierarchical sections cover everything from the basics of preparing for differentiated instruction to using flexible groups and tiered assignments to meet students’ individual needs.

**Time:** 3 Hours

**Title:** The Effects of Efficacy on Student Achievement

**Description:** What teachers believe and communicate to their students about intelligence has a profound impact on the willingness of their students to work hard to achieve. This session will explore beliefs about intelligence and how these beliefs impact educational practices and student learning. We will then explore the power and role of expectations in building a culture of achievement. The session will then explore ways teachers can help students learn positive thought patterns and strategies for attacking tasks that will help them grow into confident learners.

**Time:** 3 hours

**Title:** Planning Yearlong Literacy Initiatives: Vocabulary

**Description:** What can teacher-leaders do to keep literacy alive in their schools? One-way to do this is to select school-wide literacy initiatives that are data-driven, teacher-selected, and student-focused! In this session, participants will learn how to select, plan for, and implement a yearlong literacy initiative that focuses on effective vocabulary instruction. Sample Literacy Initiatives and creative ideas to spur staff in initiatives will be provided. A variety of planning strategies, including yearlong calendaring and techniques for classroom support

will be described. Participants are encouraged to bring their own successful initiatives to share with other sites!

**Time:** 3 hours

**Title:** Planning Yearlong Literacy Initiatives: Reading Comprehension

**Description:** What can teacher-leaders do to keep literacy alive in their schools? One-way to do this is to select school-wide literacy initiatives that are data-driven, teacher-selected, and student-focused! In this session, participants will learn how to select, plan for, and implement a yearlong literacy initiative that focuses on metacognitive strategy instruction. Sample Literacy Initiatives and creative ideas to spur staff in initiatives will be provided. A variety of planning strategies, including yearlong calendaring and techniques for classroom support will be described. Participants are encouraged to bring their own successful initiatives to share with other sites!

Learning in the secondary classroom requires that students be able to remember and apply information presented in lectures, textbooks, simulations, and discussions. Many times, however, teachers are frustrated by their students' inability to "hold on to their thinking" long enough to apply the information that was read or presented to them. In this session, teachers will learn and practice reading and writing strategies that will assist them in teaching their students to understand, remember, and put apply the information that has been taught.

**Time:** 3 hours

**Title:** Content & Comprehension: Is There Really Room for Both?

**Description:** Can a secondary-level teacher *really* assist students in improving their reading comprehension and writing skills without sacrificing instruction in the content area? *Yes!* During this session educators will explore ways to provide students with content knowledge and increase students' ability to read and understand what they are reading and learning about through a variety of instructional strategies, tools, and resources.

*Part I: "But I Have to Teach Them All This Stuff!"* How to Promote Literacy Without Sacrificing Content: One of the most common concerns among secondary-level teachers is that of having to "sacrifice" content instruction in order to promote reading comprehension and learning in the content area classroom. In this session, this myth will be dispelled, and teachers will discuss ways in which they can easily integrate reading and writing into their instruction so that it *enhances*, rather than hinders their ability to teach the subject area content.

*Part II: "Do I Have to Learn This?":* Providing Students with a Purpose for Reading & Learning. Many times, the missing element in getting students to be interested in reading and learning about a particular subject is providing them with a purpose for reading. In this session, teachers will learn strategies and use tools that will help narrow the instructional purpose for reading a text, provide

students with a “lens” to read through, and determine how students will use the information they have read.

*Part III: Holding Their Thinking Through Reading and Writing Strategies:*

Learning in the secondary classroom requires that students be able to remember and apply information presented in lectures, textbooks, simulations, and discussions. Many times, however, teachers are frustrated by their students' inability to “hold on to their thinking” long enough to apply the information that was read or presented to them. In this session, teachers will learn and practice reading and writing strategies that will assist them in teaching their students to understand, remember, and put apply the information that has been taught.

**Time:** 3 hours

**Title:** Questioning

**Description:** A look at the importance of questioning students to encourage learning and strategies to help teachers improve their questioning prowess. This session will allow participants to take back to their schools the information and do training with their faculty. In addition to teacher questioning, the session will also look examine how to use different types of questions and deal with questioning situations, encouraging student questioning, as well as designing projects that encourage questioning.

**Time:** 90 Minutes

**Title:** Making the FASST Process Work: WE NEED YOU!

**Description:** This session is intended to demonstrate how school leaders can take FASST to new levels. Participants will leave with a renewed sense of their role in being a driver of this process as a leader in their school and the importance of a working FASST system in creating successful schools.

**Time:** 90 minutes

**Title:** AYP and Subgroups:

**Description:** This session is intended to focus participants on how subgroups can impact a school making, or not making AYP, and therefore the importance of tracking and monitoring subgroup performance. How to monitor subgroups effectively within the benchmark system will be explored.

**Time:** 90 minutes

**Title:** Standards-Based Lesson Planning

**Description:** This session will focus on the importance of “unwrapping” our state standards and getting to know what is really necessary to teach. Teachers will deconstruct their own state standards and decide how to effectively design lesson plans that will contain an essential, clearly defined learning objective following by careful modeling or a clear sequence of steps.

**Time:** 90 minutes

**Title:** Difficult Conversations

**Description:** As a teacher-leader there are times when it's necessary to deliver difficult news to colleagues. This session will help you prepare yourself, get the conversation started, and keep it focused and constructive.

**Time:** 90 minutes

**Title:** Planning Site-Based PD

**Description:** We often assume that professional development has to be delivered in person through the use of handouts and a powerpoint. However, there are many other techniques for getting your message out to your teachers. Work with your peers in this session to brainstorm alternative strategies for making the most of your professional development time.

**Time:** 90 minutes

**Title:** Getting Parents On Your Side

**Description:** For years, schools have attempted to engage parents and maintain high levels of parent participation in the life of the school. This 90 minute hands-on session will allow participants to review and analyze current levels of parent participation as well as Harris Survey results, determine school needs and types of participation needed, and learn about factors that may hinder parent participation and best practices for engaging parents for the 2006 - 2007 school year.

**Time:** 90 minutes

**Title:** The 17 Essential Qualities of a Team Player

**Description:** Being intentional, (making every action count toward a long term goal) relational, (focused on others) selfless, (willing to take the subordinate role for the sake of the team) and tenacious (hardworking and optimistic in the face of setbacks) are just a few of the personal characteristics necessary for becoming a team player. Based on the book The 17 Essential Qualities of a Team Player by John Maxwell, this session will uncover how these qualities, and many others, will impact any team and its success, and is designed to improve the value of every contributing member.

**Time:** 90 minutes

**Title:** Supporting New Teachers

**Description:** "Mentors help novices learn by doing—applying theory in practice—and also inspire them, keeping them motivated to persevere. I've featured such relationships between mentors and apprentices in my *Star Wars* films. I hope more teachers can benefit from mentoring—especially during those crucial early years of teaching— and in turn, mentor others." George Lucas, Filmmaker. Mentoring new teachers can be one of the most time consuming and challenging aspects of a teacher leader's responsibilities. It can also be very

rewarding. This session will provide tools and resources that will help make these relationships meaningful for both you and your new teachers.

**Time:** 90 minutes

**Title:** Writing In Mathematics: Step Up to Math

**Description:** In this new era of testing a student's ability to problem solve in an articulate manner more and more, schools are beginning to struggle with having students write answers that explain how to solve the problem. This session will focus on using different strategies, including Step Up to Writing, to help students write brief constructed response items and extended constructed response items. The session will also explore how to write and identify a constructed response question.

**Time:** 90 minutes

**Title:** Math Teachers and Special Educators: Working Together to Make Math Instruction Stronger

**Description:** How well do your math classes support the needs of students with varying needs? How effectively do the math department and the special education department collaborate to strategize about instruction? Most teachers feel comfortable teaching to the middle (that is, teaching the program), but aren't sure how to utilize the curriculum to meet the needs of different learners. Explore and identify what it takes to create a math class that successfully meets the needs of all learners. Learn to recognize the barriers to learning and apply strategic instruction to ensure successful students at all levels.

**Time:** 90 Minutes



## Exhibit 12

### Edison Teacher Academy

**Description:** Edison Teaching Academy is an intensive five days, held in the summer of the start up year, designed to provide Edison teachers with a foundation in the Edison Curriculum, Starting Right, and Building a Culture of Achievement. The first four days are spent in sessions designed to support teachers in the implementation of new curriculum. The final day will be devoted providing teachers with training in establishing a safe, responsive, and intentional classroom. Special Area Teachers, Secondary Teachers, ELL, Library Media Specialists, Tech Integration Specialists, and Special Education Teachers will all receive instruction in their area of concentration during the first three days. In addition to this training, Novice teachers, those who are new to the teaching profession, will receive an additional day of training.

### Session Descriptions

**Title:** Novice Teachers

**Description:** This session is designed specifically for teachers new to the profession. This will take place 1 day prior to the regular TA. Teachers will be introduced to strategies that will assist them in preparing for the first day of school, setting up management routines in their classrooms, arranging the physical environment etc. Focus will also be placed on understanding the phases new teachers tend to experience and strategies they can employ to successfully complete their first year of teaching.

**Presenters:** Certified Edison Trainers

**Time:** 6 hours

### Core Curriculum Training

**Title:** Reading and Language Arts

**Description:** Training in the use of the selected curriculum.

**Presenters:** Certified Edison Trainers

**Time:** 2 Days

**Title:** Math

**Description:** Training in the use of the selected curriculum.

**Presenters:** Certified Edison Trainers

**Time:** 1 day

**Title:** Science

**Description:** Training in the use of the selected curriculum.

**Presenters:** Certified Edison Trainers

**Time:** 1/2 day

**Title:** Social Studies

**Description:** Training in the use of the selected curriculum.

**Presenters:** Certified Edison Trainers

**Time:** 1/2 day

Throughout these sessions strategies for engaging students through the use of active learning strategies and cooperative learning will be highlighted. In addition to these instructional practices, effective lesson planning focused on aligning the curriculum with the state standards will be addressed.

### **Learning Environment**

**Title:** Procedures and Routines

**Description:** Teachers must plan and teach explicit procedures and routines designed to maximize the use of classroom time as well as to communicate high expectations to their students. Once teachers have determined their expectations for student behavior in their classes, they will work to decide if each expected behavior will be supported through rules, classroom procedures, or an explicit expectations. This module helps teachers learn to write effective classroom rules and how to teach, enforce, and reinforce classroom rules. Effective procedures, how we get things done, can make a dramatic difference in classroom management. This section helps teachers understand the differences between rules and procedures and provides resources to help them plan for the top 10 procedures that need to be in place for starting right.

**Presenters:** Edison Certified Trainers

**Time:** 45 Minutes

**Title:** Character Education

**Description:** This module contains background information on the importance of character education for today's students and the role of core values in character education. Strategies for incorporating character education throughout the daily schedules for students are shared as well as the role of modeling and mentoring.

**Presenters:** Edison Certified Trainers

**Time:** 45 Minutes

**Title:** Language of Learning: Communicating High Expectations to Students

**Description:** This module introduces teachers to strategies for talking to students through the use of instructional language. There is an emphasis on the differences between the language of frustration, which causes students to put up walls with teachers, and the language of learning, which helps students learn

more appropriate behaviors. Using language to help students feel capable, connected, and contributing will also be covered.

**Presenters:** Edison Certified Trainers

**Time:** 45 Minutes

**Title:** Effective Teaching Practices for Children in Poverty

**Description:** Understanding the needs of the children we work with is critically important to our success as students. This session is built on the work of the Haberman Institute.

**Presenters:** Edison Certified Trainers

**Time:** 45 Minutes

**Title:** Classroom Management Support Plans

**Description:** This work session will help teachers identify their plans for positive reinforcement, consequences, and teaching of rules, procedures, and routines to their students.

**Presenters:** Edison Certified Trainers

**Time:** 45 Minutes

**Title:** Class Meetings

**Description:** When students feel they are positively connected to their classroom community discipline disruptions are minimized and students are able to learn more effectively. This module provides teachers with a structure and strategies for implementing effective class meetings that build community for their students. Adapted sessions will be provided to Secondary and Special Area Teachers.

**Presenters:** Edison Certified Trainers

**Time:** 45 Minutes

# Exhibit 13

## Year One Onsite Training

**Description:** Regional support teams will provide the described training sessions to school throughout year one.

### Session Descriptions

**Title:** Implications of NCLB

**Description:** This training will provide an overview of the No Child Left Behind Law, the state specific information, and current school status.

**Presenters:** Edison Support Staff

**Time:** 45 Min

**Title:** Benchmark Analysis

**Description:** The initial benchmark training for new teachers will cover issues such as managing data analysis and understanding how to connect instructional strategies with data. After the first month, new teachers will join ongoing training with other teachers.

**Presenters:** Edison Support Staff

**Time:** 45 Min

**Title:** FASST Overview

**Description:** This session will provide new teachers with an overview of the Family and Student Support Team process used at the site.

**Presenters:** Edison Support Staff

**Time:** 45 Min

**Title:** Using Teams to Support Student Learning

**Description:** This session is intended to provide teachers with strategies for working with students with special needs. Specific case studies will be presented and brainstorming sessions will be modeled. Teachers will leave with a better understanding of their role as a teacher in supporting Responsible Inclusion and feel re-invigorated about successfully supporting these students within their classrooms.

**Presenters:** Edison Support Staff

**Time:** 90 minutes

**Title:** Differentiated Instruction

**Description:** This overview session will provide teachers with the basic understanding of establishing a fair, safe, and self-regulating classroom. Elements include preparing the classroom and the students for differentiation,

grouping strategies, active engagement, tiered assignments, differentiated assessment, and tracking progress through classroom observations.

**Presenters:** Edison Support Staff

**Time:** 90 minutes

## **Literacy Strand**

**Title:** Understanding Reading Acquisition

**Description:** Learning to read, and therefore teaching students to read, is a complex process that requires a depth of understanding on the part of every teacher. This session sets the foundation for what all teachers need to know and understand by creating a knowledge base of the developmental stages of reading, which will help teachers identify and intervene with students who stall out on the road to proficient reading. Observation of reading behaviors and the creation of instructional plans for below level readers will also be reviewed.

**Presenters:** Edison Support Staff

**Time:** 4 Hours (May be delivered over a number of sessions.)

**Title:** Before, During and After: Strategies to Enhance Reading Comprehension

**Description:** This series of three 90-minute sessions takes teachers through the reasons behind the use of before, during, and after reading strategies. Specific strategies that promote active engagement for each of the three areas will be shared

**Presenters:** Edison Support Staff

**Time:** 3 - 90 Minute Sessions

**Title:** Vocabulary, Fluency, and Breaking the Code

**Description:** This series of 90-minute sessions will provide practical information to strengthen your understanding of three critical areas of reading development. Strategies for remediation will also be presented.

**Presenters:** Edison Support Staff

**Time:** 3 - 90 Minute Sessions

## Exhibit 14 Edison Schools Professional Growth Plan

Teacher Name \_\_\_\_\_ House \_\_\_\_\_  
Date \_\_\_\_\_ Lead Teacher \_\_\_\_\_

The Partnership School Performance Standards call for teachers to complete a Professional Growth Plan each year. This plan is also part of Edison's Performance Appraisal Process. School performance standards are the foundation upon which teachers create their professional growth plans, and encompass the following areas:

- Curriculum, Assessment, and Instruction (refers to subject-specific curriculum standards and guidelines)
- Building the Learning Environment (refers to instruction, classroom management, and character education standards and guidelines)
- Partnership with Families (refers to "staff outreach" section of standards and guidelines)
- Technology (refers to Technology as a Second Language (TSL) and Curriculum Integration standards and guidelines)
- Student Achievement (refers to your school's Student Achievement Plan)

The Professional Growth Plan will include specific professional development goals derived from the school performance standards and guidelines (what do I want to do?), a plan for achieving goals (how do I intend to proceed? with whom will I work?), and a self-appraisal-evidence of and reflection on progress (how did I do?).

During the start-up year of a partnership school, the house team works together to complete the Professional Growth Plan. In the second year and beyond, although teachers complete the plan as individuals, at least one goal should be developed in concert with the house team. After the start-up year, Professional Growth Plans are also aligned with school student achievement efforts.

Similarly, during the start-up year, special subject teachers and professional program staff work collaboratively with their colleagues and/or with the school organizational unit to which they are most closely attached. After the start-up year, special subject teachers and program staff will complete professional growth plans individually, but will align at least one professional growth goal with another school organizational unit, and will also align professional growth goals with school-wide student achievement plans as appropriate. Professional Growth Plans are approved by the principal or their designee and are part of the summative evaluation.

### **Phase One**

By the end of the first month of school, complete items A and B for Parts 1-5.

### **Phase Two**

Between April 15th and May 1st, complete item C for Parts 1-5 (Evidence of and reflection on progress - self-appraisal) for each performance goal identified in items A and B. Resubmit the completed document to your principal/lead teacher.

# **PART ONE: Curriculum, Instruction, and Assessment**

## *Subject-Specific Standards*

### **A: Goals (What do I want to do?)**

House Goal:

- *Effectively implement the routines of Everyday Mathematics in my classroom.*

Personal Goal:

- *Master the key components of the Roots reading program.*

### **B: Action Plan: (How do I intend to proceed? With whom will I work?)**

House Goal:

- *Work with the other first grade teachers to practice the mathematics routines.*
- *Spend ten minutes of our weekly house meeting discussing each routine.*
- *Work with the Math Curriculum Coordinator to identify teachers who are effectively implementing the program and set up an observation/mentorship program.*

Personal Goal:

- *Use the self-assessment checklist from the SFA program to determine my strengths and weaknesses.*
- *Ask the SFA Coordinator to observe my Roots class and provide a suggested course of action.*

### **C: Evidence of and reflection on progress: (How did I do?)**

*(To be completed in the spring. Evidence would include minutes from the house meetings, lesson plans that show math routines, pictures of the routines in use, write ups of the observations)*

## **PART TWO: Building the Learning Environment**

*Instruction, Classroom Management, and Character Education Standards*

A: Goals (What do I want to do?)

House Goal:

- *Work more effectively with my house to develop time out procedures for our house.*

Personal Goal:

- *Use Morning Meetings more consistently.*

B: Action Plan: (How do I intend to proceed? With whom will I work?)

House Goal:

- *Each member of our house will spend one week researching the use of Time Out and will share their findings at a house meeting*
- *As a house, we will then develop a plan for implementing time out at our house*
- *One period a week will be devoted to assessing the effectiveness of the program.*

Personal Goal:

- *My lead teacher and I will read the Morning Meeting book and plan morning meetings together.*
- *I'll video tape at least one morning meeting every two weeks and discuss it with my lead teacher.*
- *I'll use Teacher's Exchange to find and share ideas for Morning Meeting.*

C: Evidence of and reflection on progress: (How did I do?)

*(To be completed in the spring. Evidence would include lesson plans, research articles, the completed timeout plans and evidence of assessment. For Morning Meetings, thoughts about the book that was read, a video tape and samples from teacher's exchange.)*



## **PART THREE: Partnerships with Families**

### *Staff Outreach to Families Standards*

#### **A: Goals (What do I want to do?)**

##### *House Goal:*

1. *To develop a database of volunteers*
2. *To achieve 100% attendance for QLC conferences*

##### *Personal Goal:*

1. *To increase positive contact with parents*
2. *To establish consistent parent volunteers*

#### **B: Action Plan: (How do I intend to proceed? With whom will I work?)**

##### *House Goal:*

- *We will work with the Student Support Manager to develop a survey to send home to all parents to determine their interests and skills*
- *With the assistance of the tech house, we will input the information gained from the survey to a database that can be accessed by all school personnel*
- *Our house will plan send a survey to parents asking them why they did not attend the last conference*
- *The house will schedule the conferences in a way that will encourage parental participation*
- *Our house will hold a contest that will reward all classes reaching at least 98% participation in QLC conferences*

##### *Personal Goal:*

- *I'll establish a phone call schedule that will mean I will contact each parent at least once every three weeks.*
- *I will begin to use a phone log to track all phone calls home*

#### **C: Evidence of and reflection on progress: (How did I do?)**

*(To be completed in the spring. Evidence would include the completed database, sign in sheets from QLC conferences, the phone call schedule and the logs)*

## **PART FOUR: Technology**

### *Technology as a Second Language and Curriculum Integration Standards*

#### **A: Goals (What do I want to do?)**

##### *House Goal:*

*Our house will produce a biweekly newsletter*

##### *Personal Goal:*

*To incorporate the use of technology into at least one lesson each week.*

#### **B: Action Plan: (How do I intend to proceed? With whom will I work?)**

##### *House Goal:*

- *Each member of the house will be responsible for one aspect of the newsletter for each edition.*
- *We will work with the tech house to learn new skills for incorporating pictures and graphics.*

##### *Personal Goal:*

- *I will work with the Tech Director to plan lessons that include the use of technology.*

#### **C: Evidence of and reflection on progress: (How did I do?)**

*(To be completed in the spring. Evidence would include notes from training sessions and the completed newsletter. For the personal goal it would include lesson plans and samples of work from the students.)*

## **PART FIVE: Student Achievement**

### *School-wide Student Achievement Plan*

#### A: Goals (What do I want to do?)

##### *House Goal:*

*To improve the achievement of our students in reading and math*

##### *Personal Goal:*

*To improve my knowledge of state and standardized testing and embedding practices.*

#### B: Action Plan: (How do I intend to proceed? With whom will I work?)

##### *House Goal:*

- *We will track the monthly benchmark results for each student in our house.*
- *We will develop end of grade benchmarks for first and second grade based on the standards for third grade*

##### *Personal Goal:*

- *I will work with the second grade team to research the SAT-9*
- *Working with the Reading and Math CC's I will begin to use embedding in my daily lessons.*

#### C: Evidence of and reflection on progress: (How did I do?)

*(To be completed in the spring. Evidence would include monthly benchmark charts, end of grade benchmarks, and lesson plans and student work that show embedding practices.)*

# Edison Schools Professional Growth Plan

Teacher Name \_\_\_\_\_ House \_\_\_\_\_  
Date \_\_\_\_\_ Lead Teacher \_\_\_\_\_

The Partnership School Performance Standards call for teachers to complete a Professional Growth Plan each year. This plan is also part of Edison's Performance Appraisal Process. School performance standards are the foundation upon which teachers create their professional growth plans, and encompass the following areas:

- Curriculum, Assessment, and Instruction (refers to subject-specific curriculum standards and guidelines)
- Building the Learning Environment (refers to instruction, classroom management, and character education standards and guidelines)
- Partnership with Families (refers to "staff outreach" section of standards and guidelines)
- Technology (refers to Technology as a Second Language (TSL) and Curriculum Integration standards and guidelines)
- Student Achievement (refers to your school's Student Achievement Plan)

The Professional Growth Plan will include specific professional development goals derived from the school performance standards and guidelines (what do I want to do?), a plan for achieving goals (how do I intend to proceed? with whom will I work?), and a self-appraisal--evidence of and reflection on progress (how did I do?).

During the start-up year of a partnership school, the house team works together to complete the Professional Growth Plan. In the second year and beyond, although teachers complete the plan as individuals, at least one goal should be developed in concert with the house team. After the start-up year, Professional Growth Plans are also aligned with school student achievement efforts.

Similarly, during the start-up year, special subject teachers and professional program staff work collaboratively with their colleagues and/or with the school organizational unit to which they are most closely attached. After the start-up year, special subject teachers and program staff will complete professional growth plans individually, but will align at least one professional growth goal with another school organizational unit, and will also align professional growth goals with school-wide student achievement plans as appropriate. Professional Growth Plans are approved by the principal or their designee and are part of the summative evaluation.

## **Phase One**

By the end of the first month of school, complete items A and B for Parts 1-5.

## **Phase Two**

Between April 15th and May 1st, complete item C for Parts 1-5 (Evidence of and reflection on progress - self-appraisal) for each performance goal identified in items A and B. Resubmit the completed document to your principal/lead teacher.

# **PART ONE: Curriculum, Instruction, and Assessment**

## *Subject-Specific Standards*

A: Goals (What do I want to do?)

B: Action Plan: (How do I intend to proceed? With whom will I work?)

C: Evidence of and reflection on progress: (How did I do?)

## **PART TWO: Building the Learning Environment**

*Instruction, Classroom Management, and Character Education Standards*

A: Goals (What do I want to do?)

B: Action Plan: (How do I intend to proceed? With whom will I work?)

C: Evidence of and reflection on progress: (How did I do?)

## **PART THREE: Partnerships with Families**

### *Staff Outreach to Families Standards*

A: Goals (What do I want to do?)

B: Action Plan: (How do I intend to proceed? With whom will I work?)

C: Evidence of and reflection on progress: (How did I do?)

## **PART FOUR: Technology**

### *Technology as a Second Language and Curriculum Integration Standards*

A: Goals (What do I want to do?)

B: Action Plan: (How do I intend to proceed? With whom will I work?)

C: Evidence of and reflection on progress: (How did I do?)



## **PART FIVE: Student Achievement**

### *School-wide Student Achievement Plan*

A: Goals (What do I want to do?)

B: Action Plan: (How do I intend to proceed? With whom will I work?)

C: Evidence of and reflection on progress: (How did I do?)

# Edison Schools

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Elementary School  
Academic Achievement  
Historical Progress

# Baltimore, Maryland

---

Montebello Elementary School  
Gilmor Elementary School  
Furman Templeton Elementary School

## Measuring Academic Achievement

*Maryland transitioned testing assessments in 2003  
Therefore, in the history of these 3 schools, progress is  
observed from these 2 testing programs:*

- *MD School Performance Assessment Program (**MSPAP**), 2000-2002*
- *MD State Assessments (**MSA**), 2003-2006*

Maryland – Baltimore City Public Schools

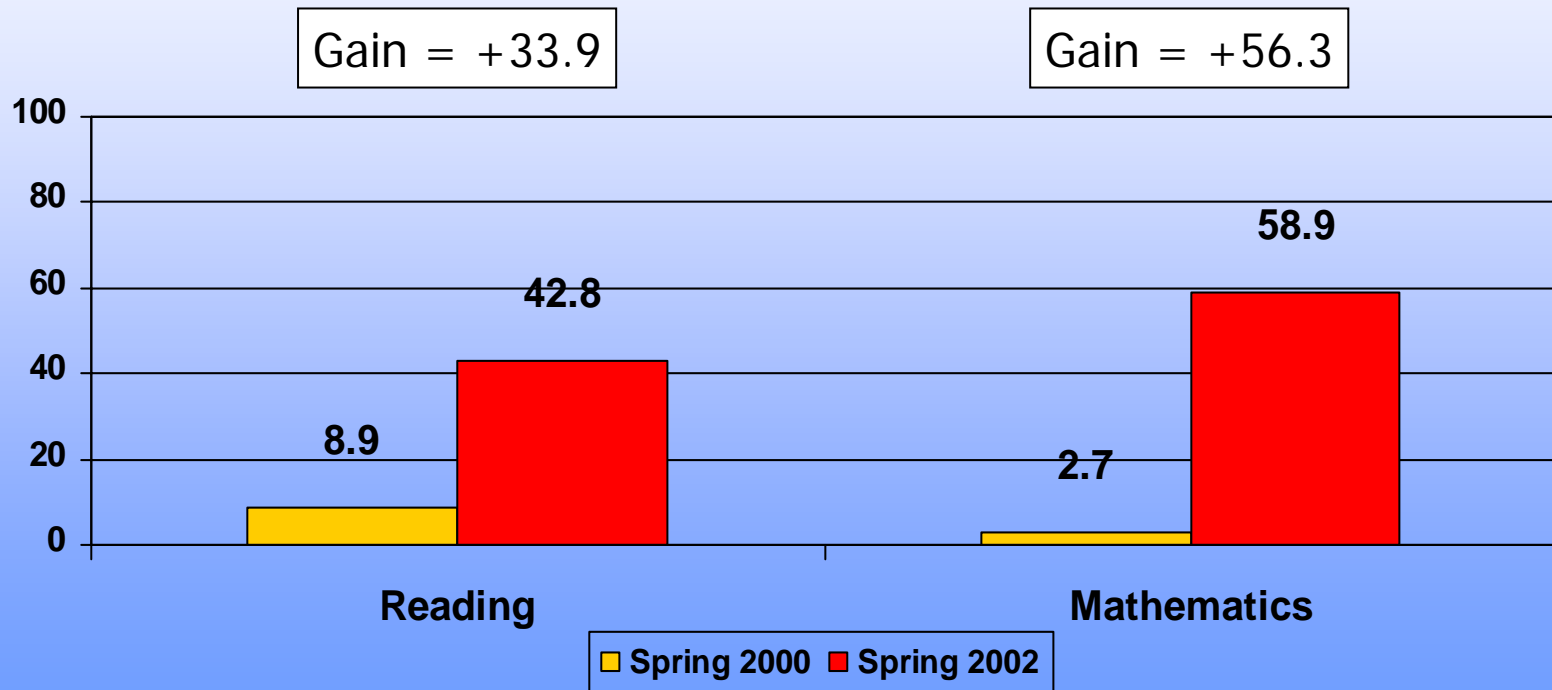
# Montebello Elementary

Average gain: +45.1

**Maryland School Performance Assessment Program (MSPAP)**

*Percent of Students Satisfactory*

*Spring 2000 - Spring 2002*



*Note: Only grades 3 & 5 are tested in MSPAP.*

Maryland – Baltimore City Public Schools

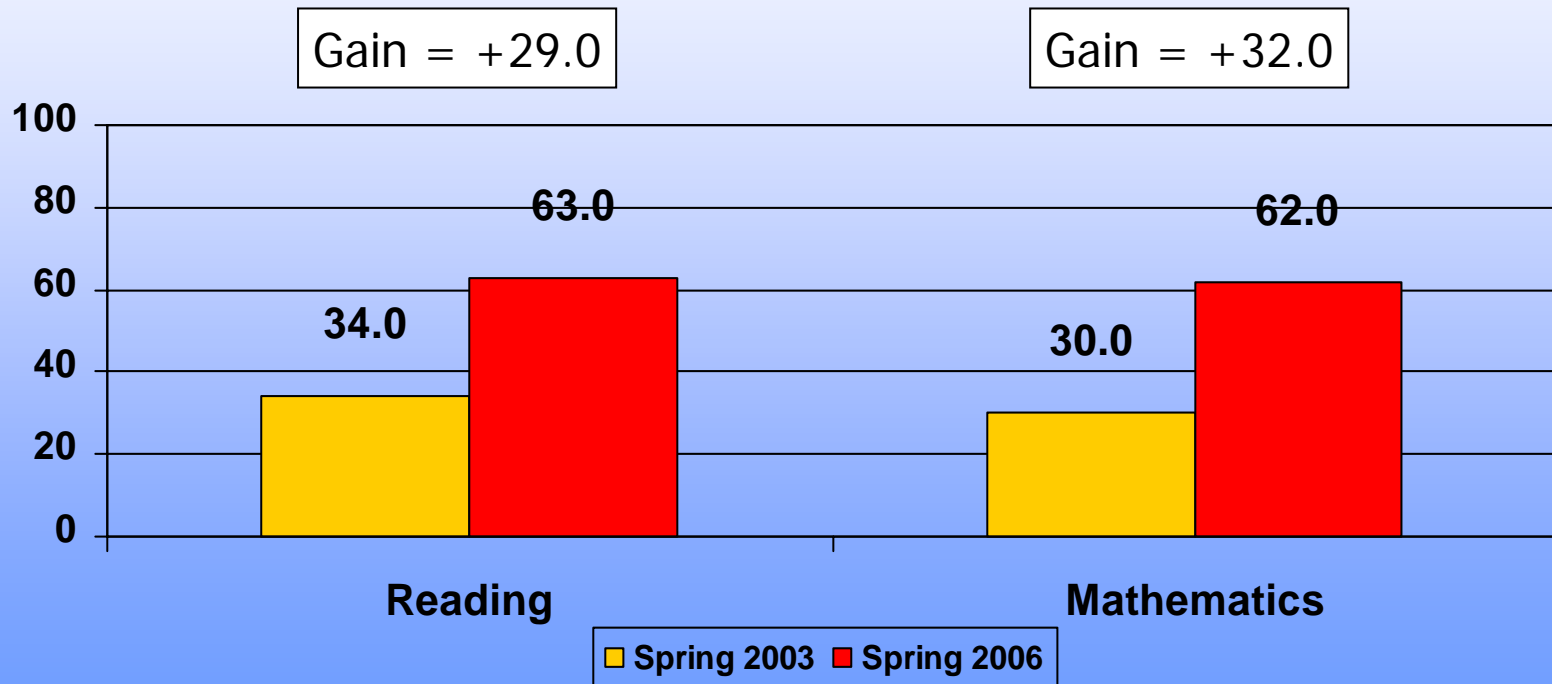
# Montebello Elementary

Average gain: +30.5

**Maryland School Assessment (MSA)**

*Percent of Students Proficient & Advanced*

*Spring 2003 - Spring 2006*



*Note: Only Grades 3 & 5 are included as they are the only grades that have been*

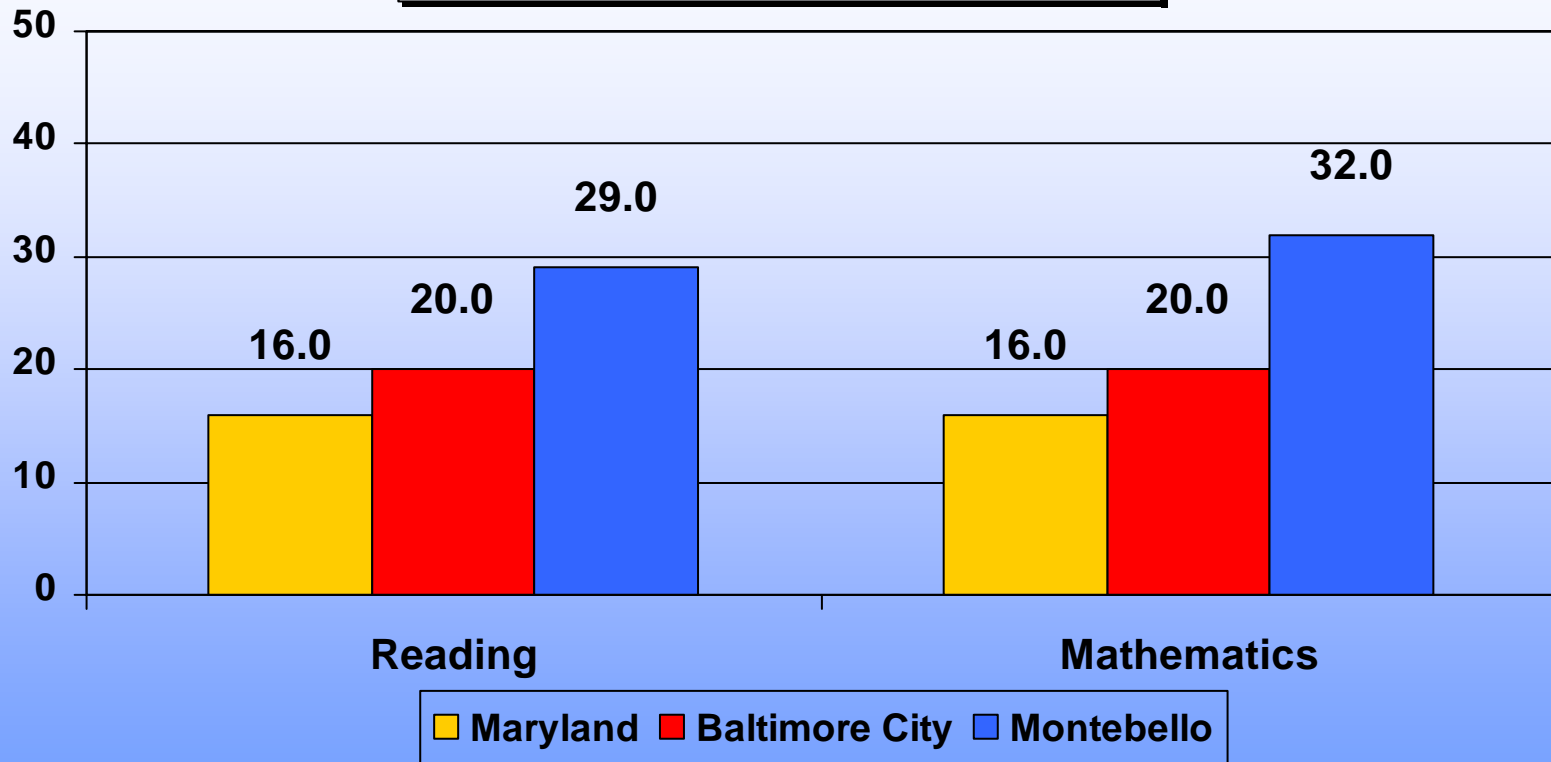
# Maryland – Baltimore City Public Schools

## Montebello Elementary

### Maryland School Assessment (MSA)

*Gain in Percent of Students Proficient and Advanced*

*Spring 2003 - Spring 2006*



*Note: Only Grades 3 & 5 are included as they are the only grades that have been*

Maryland – Baltimore City Public Schools

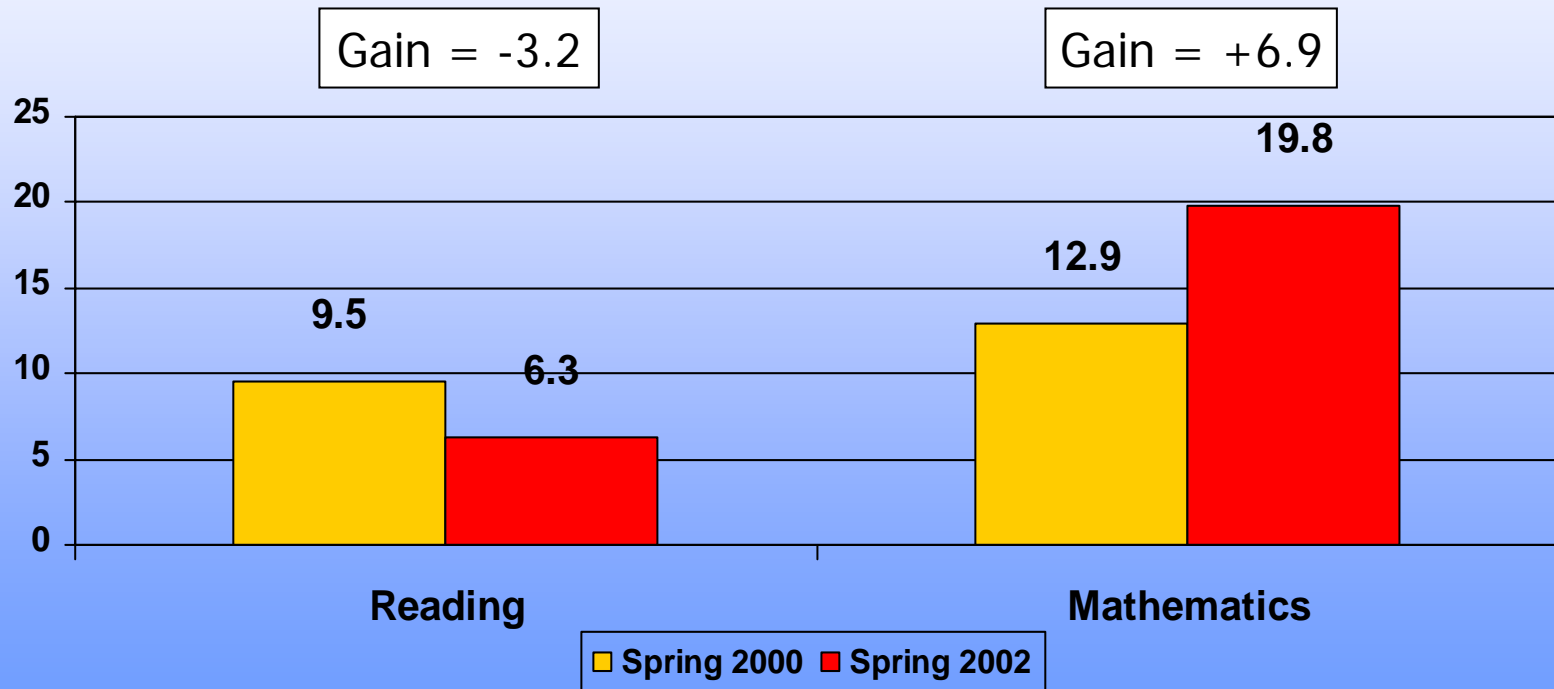
# Gilmor Elementary

Average gain: +1.85

**Maryland School Performance Assessment Program (MSPAP)**

*Percent of Students Satisfactory*

*Spring 2000 - Spring 2002*



*Note: Only grades 3 & 5 are tested in MSPAP.*

Maryland – Baltimore City Public Schools

# Gilmor Elementary

Average gain: +21.5

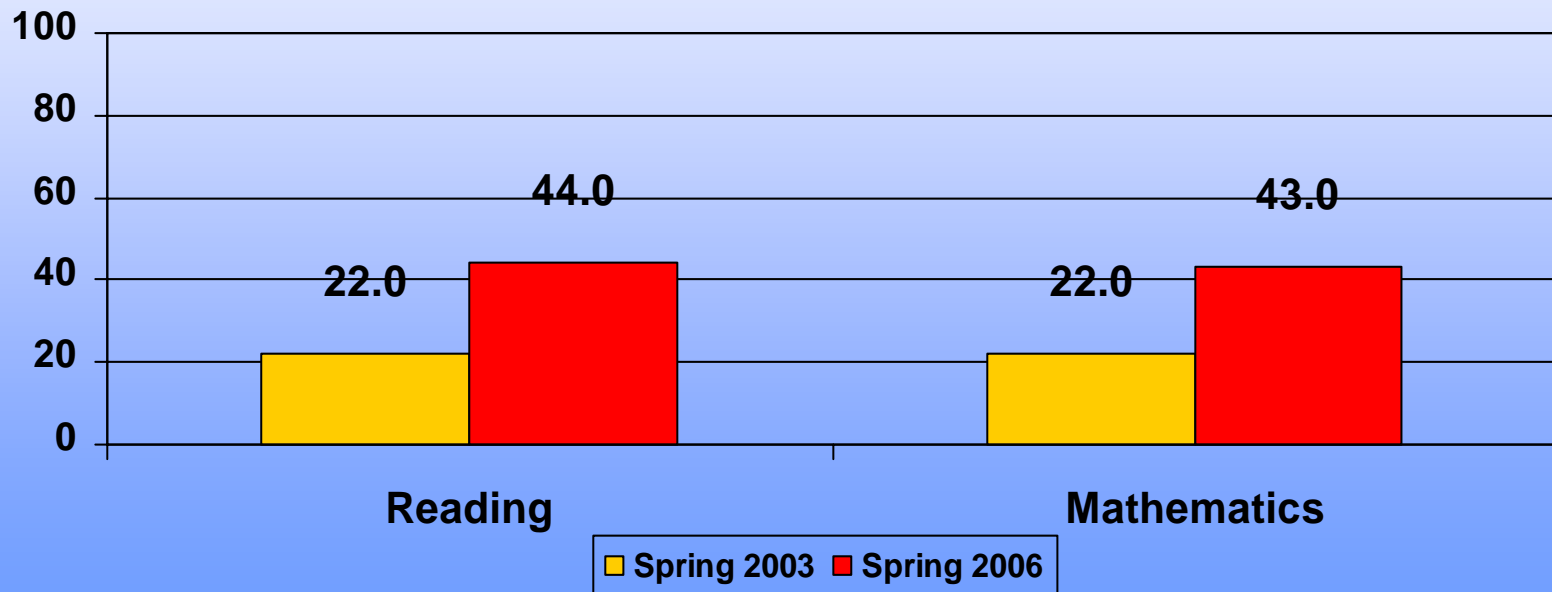
**Maryland School Assessment (MSA)**

*Percent of Students Proficient & Advanced*

*Spring 2003 - Spring 2006*

Gain = +22.0

Gain = +21.0



*Note: Only Grades 3 & 5 are included as they are the only grades that have been*



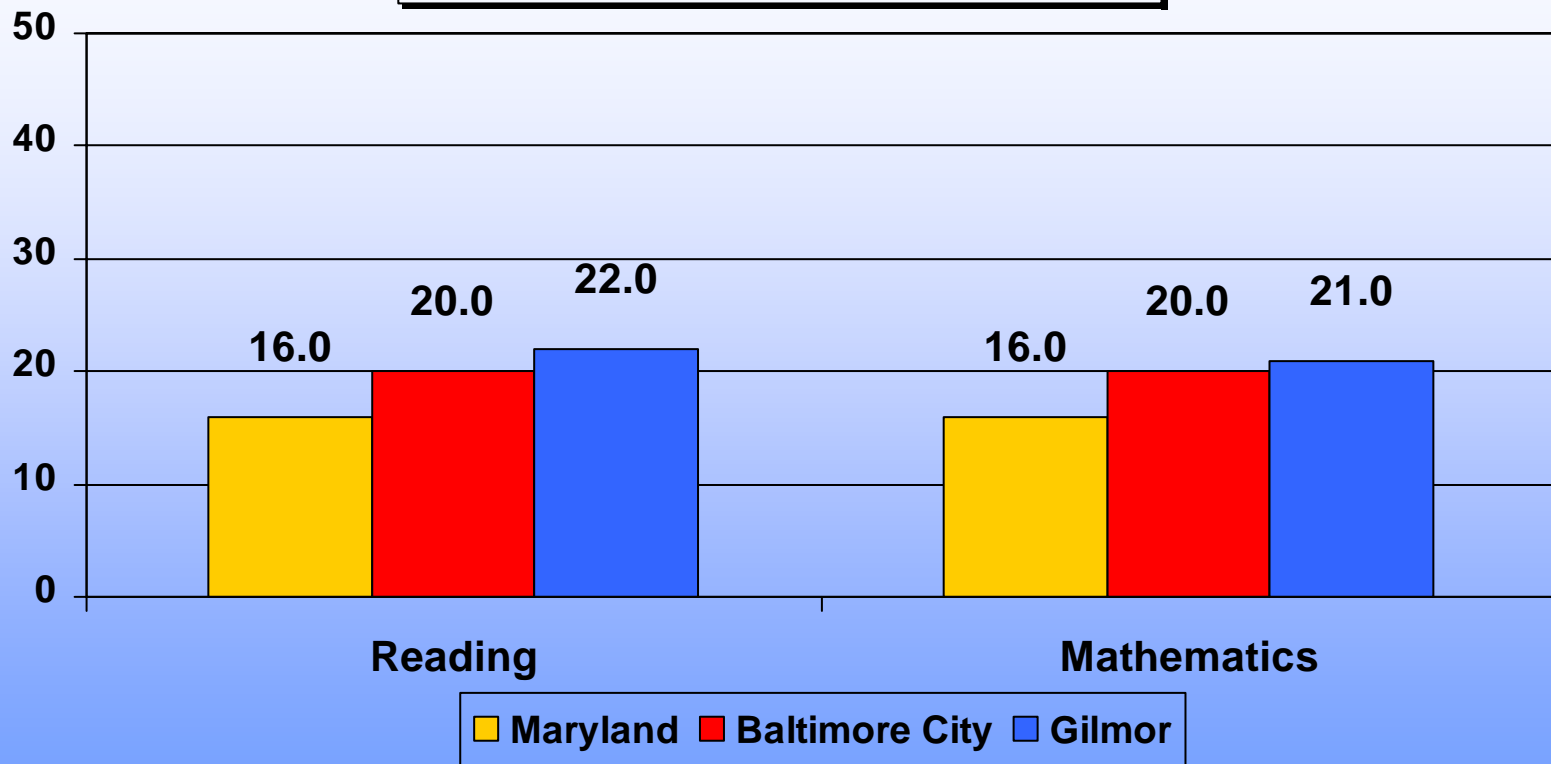
# Maryland – Baltimore City Public Schools

## Gilmor Elementary

### Maryland School Assessment (MSA)

*Gain in Percent of Students Proficient and Advanced*

*Spring 2003 - Spring 2006*



*Note: Only Grades 3 & 5 are included as they are the only grades that have been*

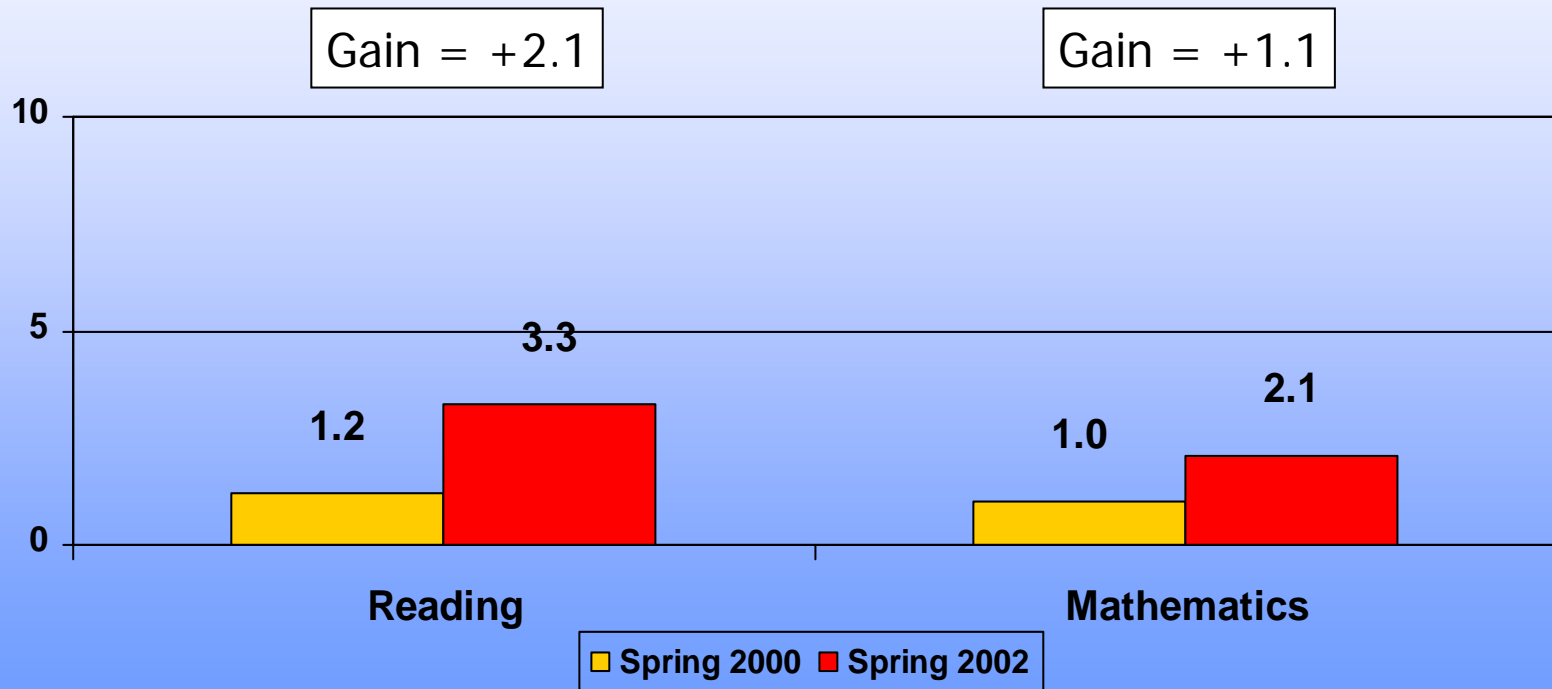
# Furman Templeton Elementary

Average gain: +1.6

## Maryland School Performance Assessment Program (MSPAP)

*Percent of Students Satisfactory*

*Spring 2000 - Spring 2002*



*Note: Only grades 3 & 5 are tested in MSPAP.*

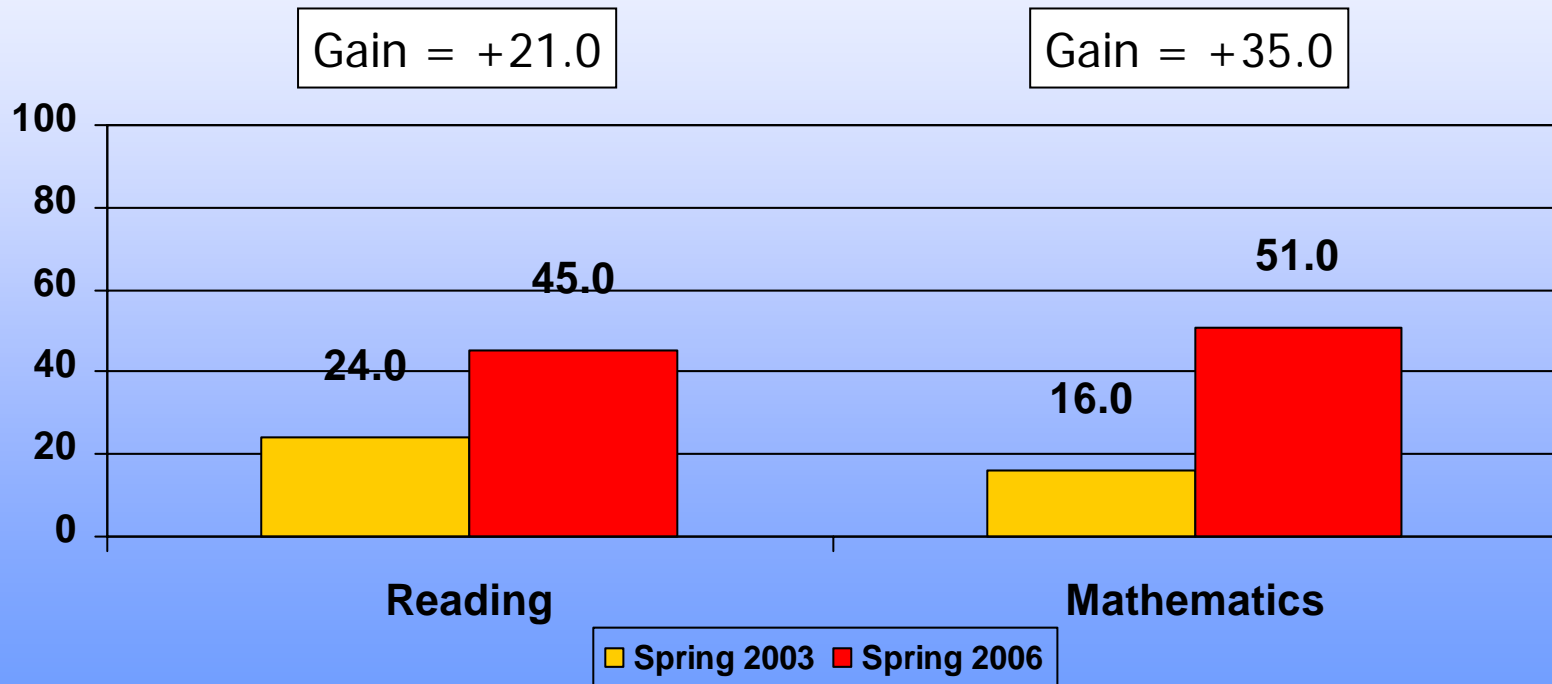
# Furman Templeton Elementary

Average gain: +28.0

## Maryland School Assessment (MSA)

*Percent of Students Proficient & Advanced*

*Spring 2003 - Spring 2006*



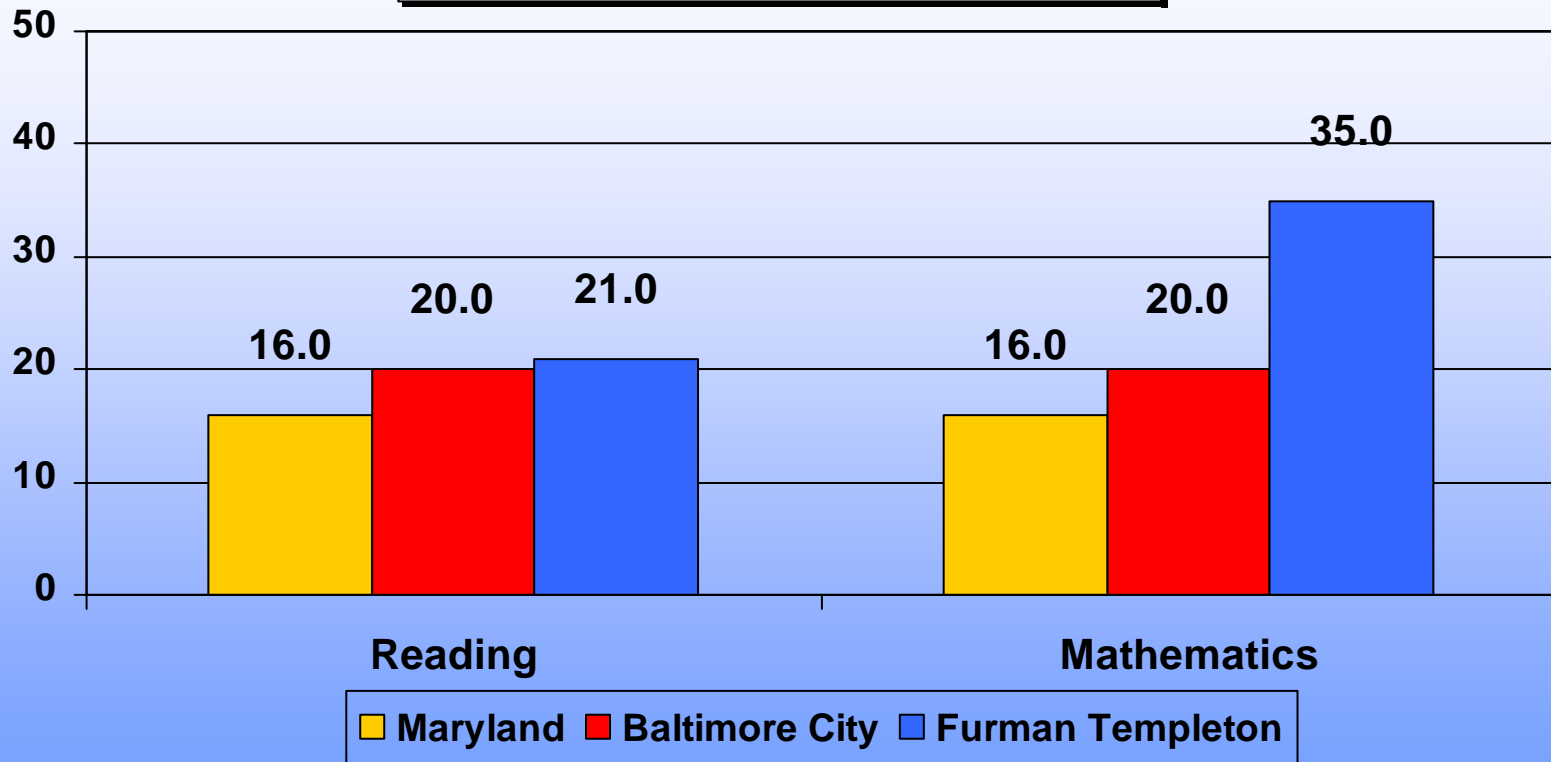
*Note: Only Grades 3 & 5 are included as they are the only grades that have been*

# Furman Templeton Elementary

## Maryland School Assessment (MSA)

*Gain in Percent of Students Proficient and Advanced*

*Spring 2003 - Spring 2006*



*Note: Only Grades 3 & 5 are included as they are the only grades that have been*

# Washington, D.C.

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## Friendship-Edison Public Charter School

- Chamberlain Campus Elementary
- Woodridge Campus Elementary

## Measuring Academic Achievement

*DC Public Schools transitioned testing assessments in 2006. Therefore, during the history of these 2 elementary schools, progress can only be measured with the previous testing program, SAT9:*

- *Sanford Achievement Test Series 9 (**SAT9**), 1999-2005*
- *DC Comprehensive Assessment System (**DC-CAS**), 2006  
(DC CAS results have not been released yet)*

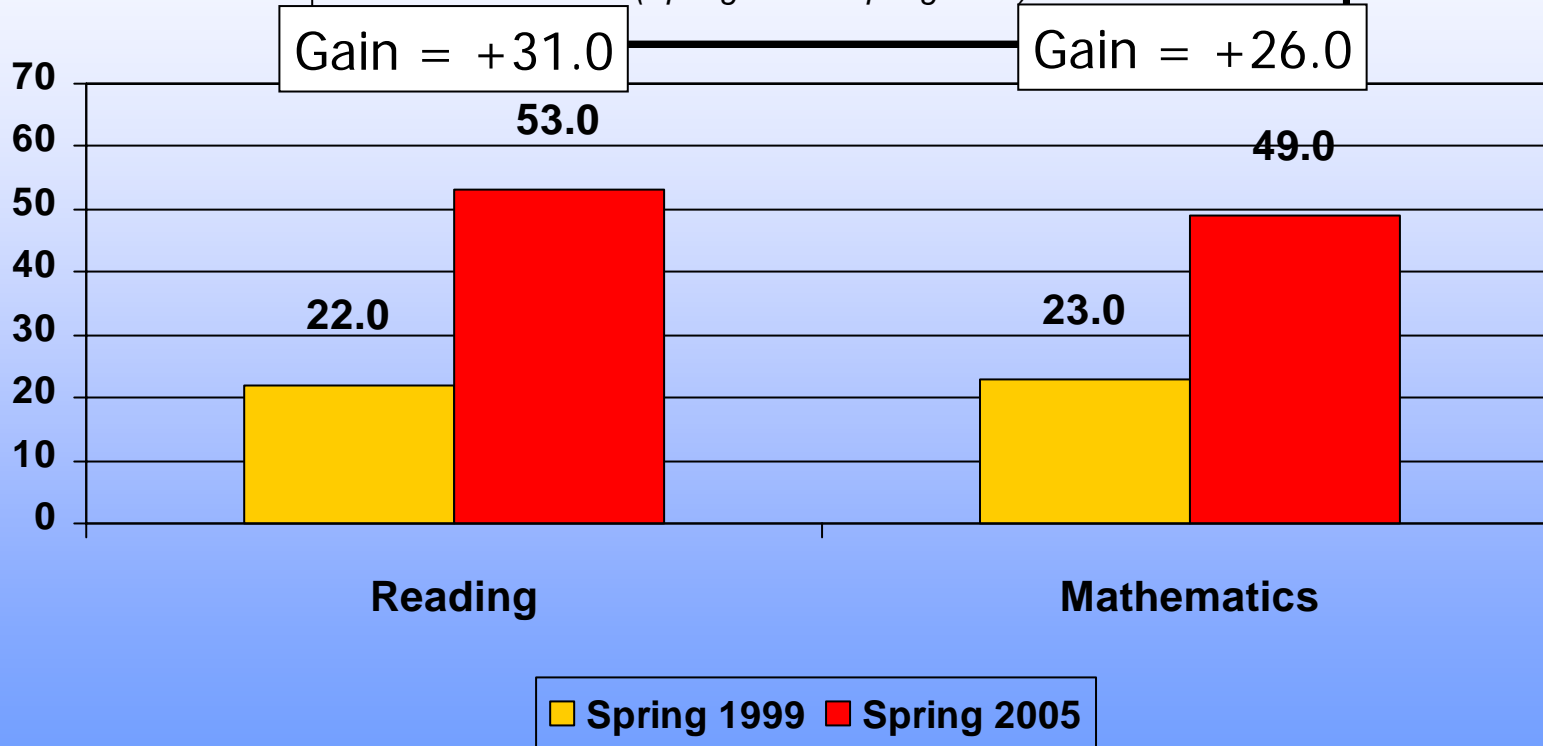
# Friendship-Edison Chamberlain Campus

Average 4-yr gain: +28.5

Stanford Achievement Test Series, Ninth Edition (SAT9)

*Percent Proficient and Above*

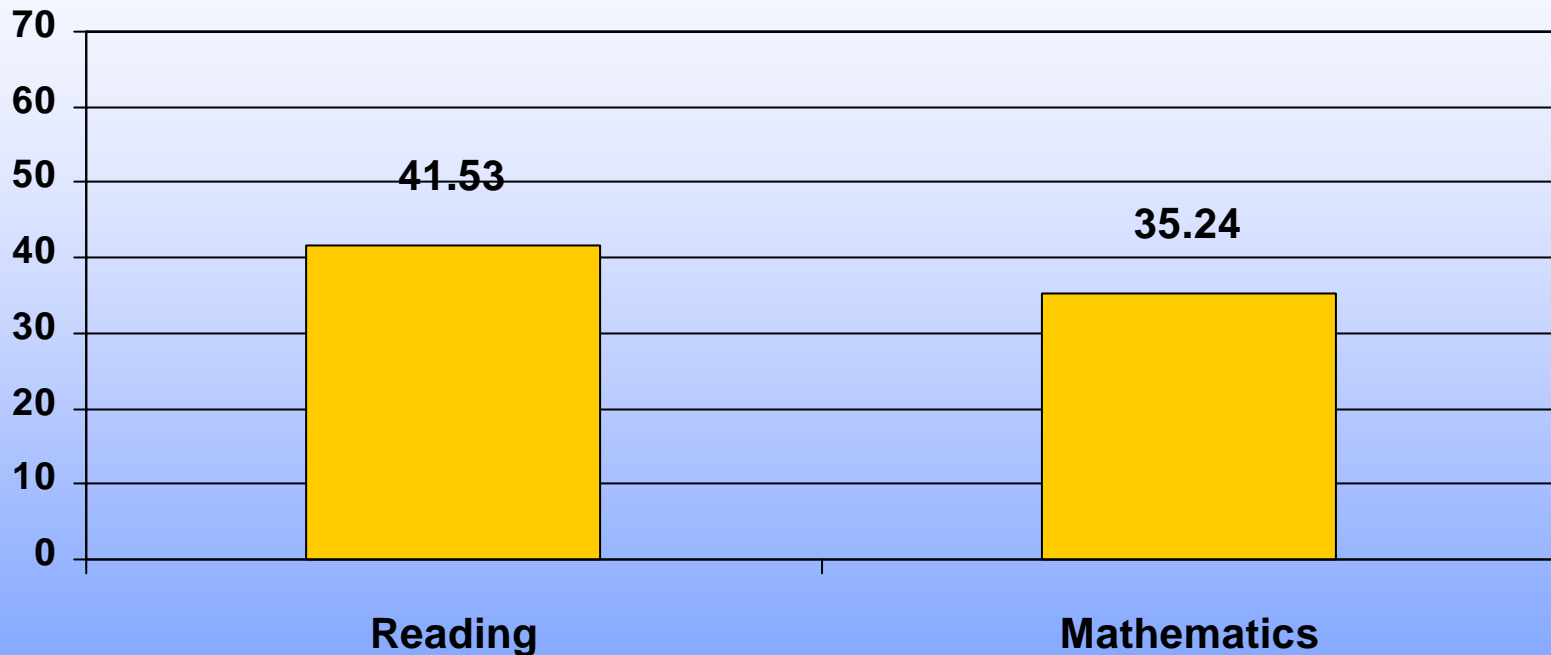
*(Spring 1999 - Spring 2005)*



**DC Comprehensive Assessment System (DC CAS)**

*Percent Proficient and Advanced*

*(Spring 2006)*



■ Spring 2006

*\*2006 is the Baseline year for the DC CAS Assessment*

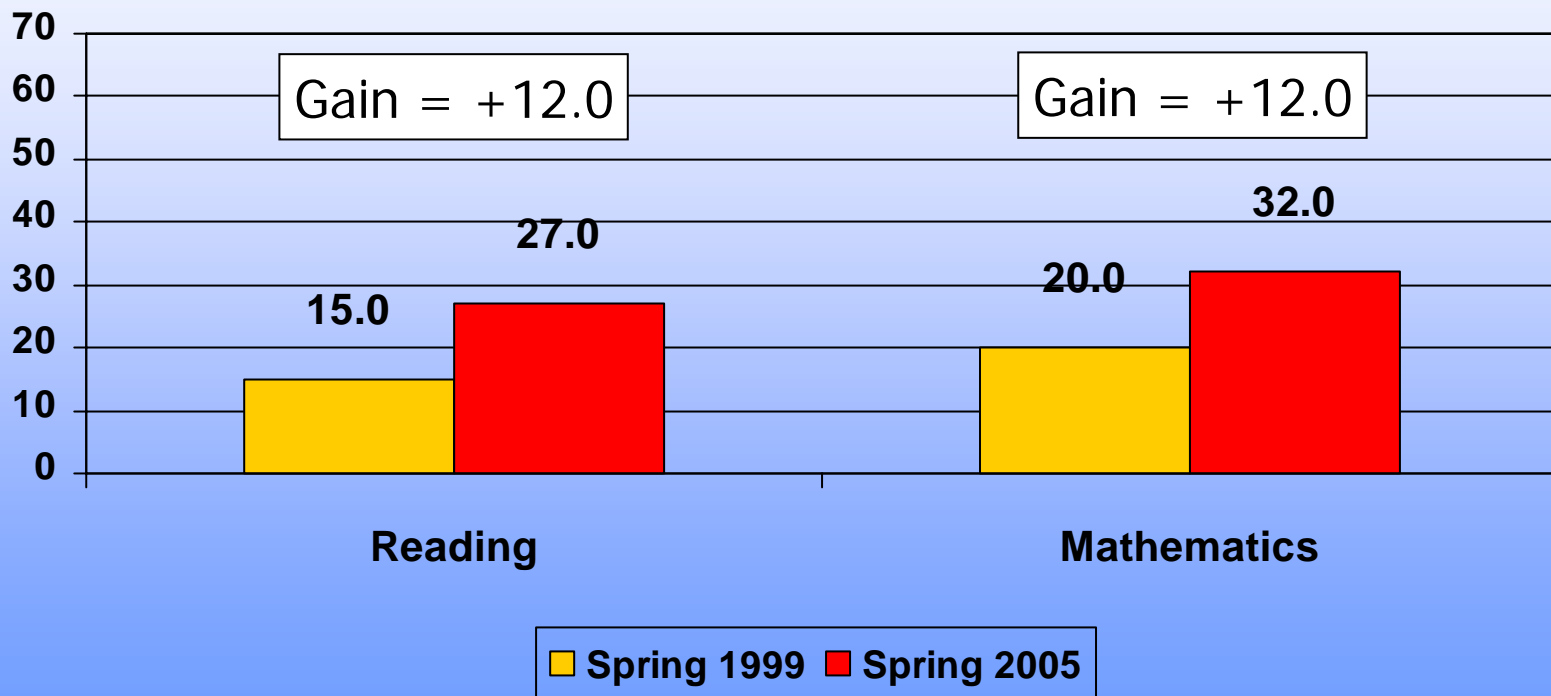
# Friendship-Edison Woodridge Campus

Average 4-yr gain: +12.0

**Stanford Achievement Test Series, Ninth Edition (SAT9)**

*Percent Proficient and Above*

*(Spring 1999 - Spring 2005)*



***Note: Data is for grades 1,2 and 4, which are the only grades that have taken the SAT9 Each year, since 1999***

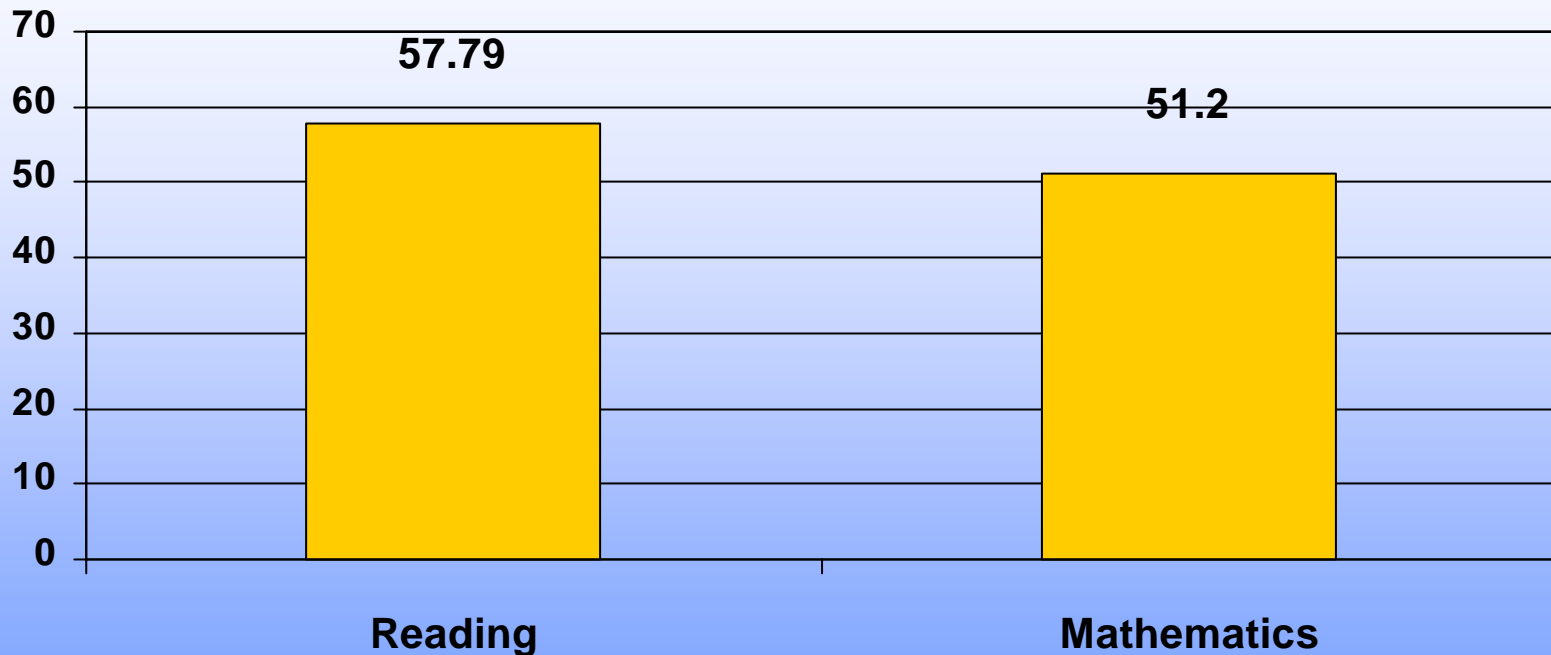


Washington DC – District of Columbia Public Schools

# Friendship-Edison Woodridge Campus

## DC Comprehensive Assessment System (DC CAS)

*Percent Proficient and Advanced  
(Spring 2006)*



■ Spring 2006

*\*2006 is the Baseline year for the DC CAS Assessment*

# Las Vegas, Nevada

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Lincoln Elementary School  
Crestwood Elementary School  
Ann T. Lynch Elementary School  
Cahlan Elementary School  
C.C. Ronnow Elementary School  
John S. Park Elementary School

## **Measuring Academic Achievement**

*Nevada's Proficiency Examination Program (NPEP) includes the Criterion Referenced Tests in Reading, Mathematics (CRT) for grades 3 and 5.*

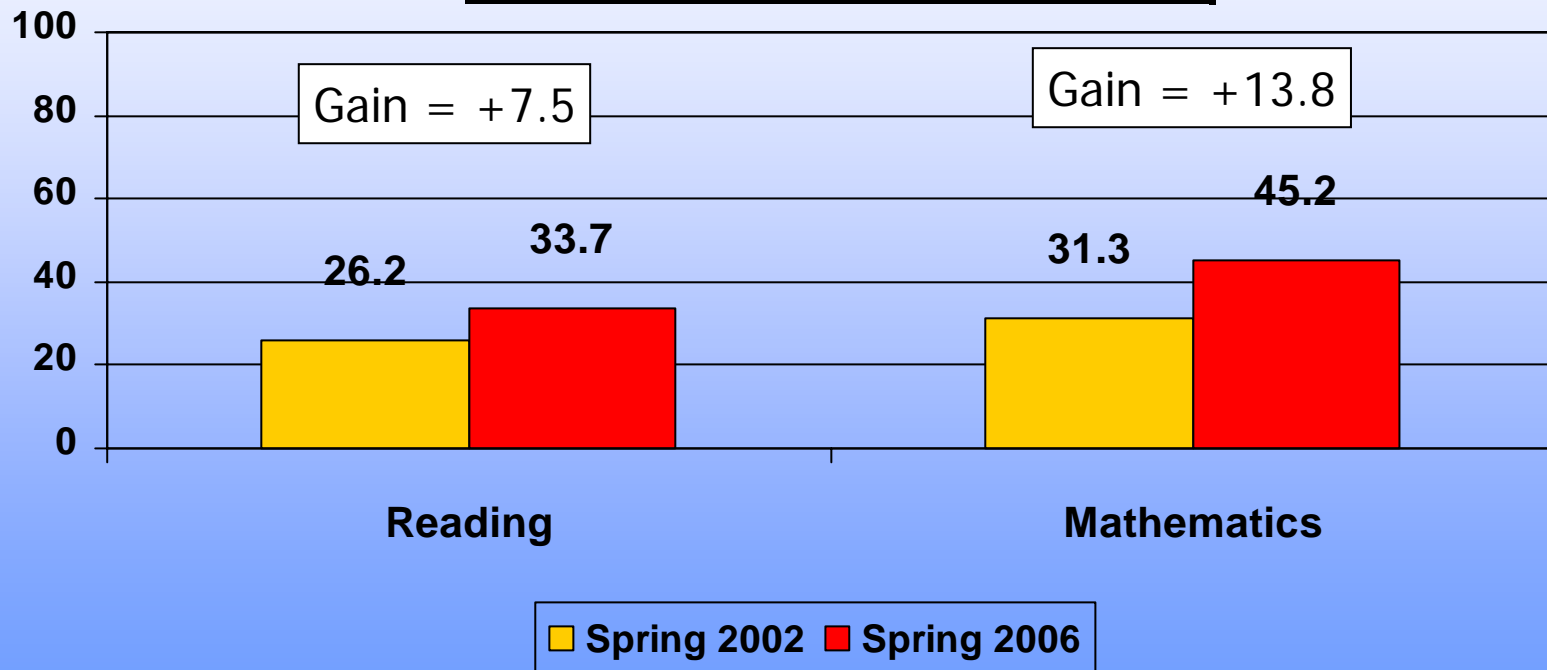
# Average of Edison's 6 Elementary Schools

Average 4-yr gain: 10.7

## Nevada Criterion Referenced Test (CRT)

*Percent Meets and Exceeds Standards*

*Spring 2002 - Spring 2006*

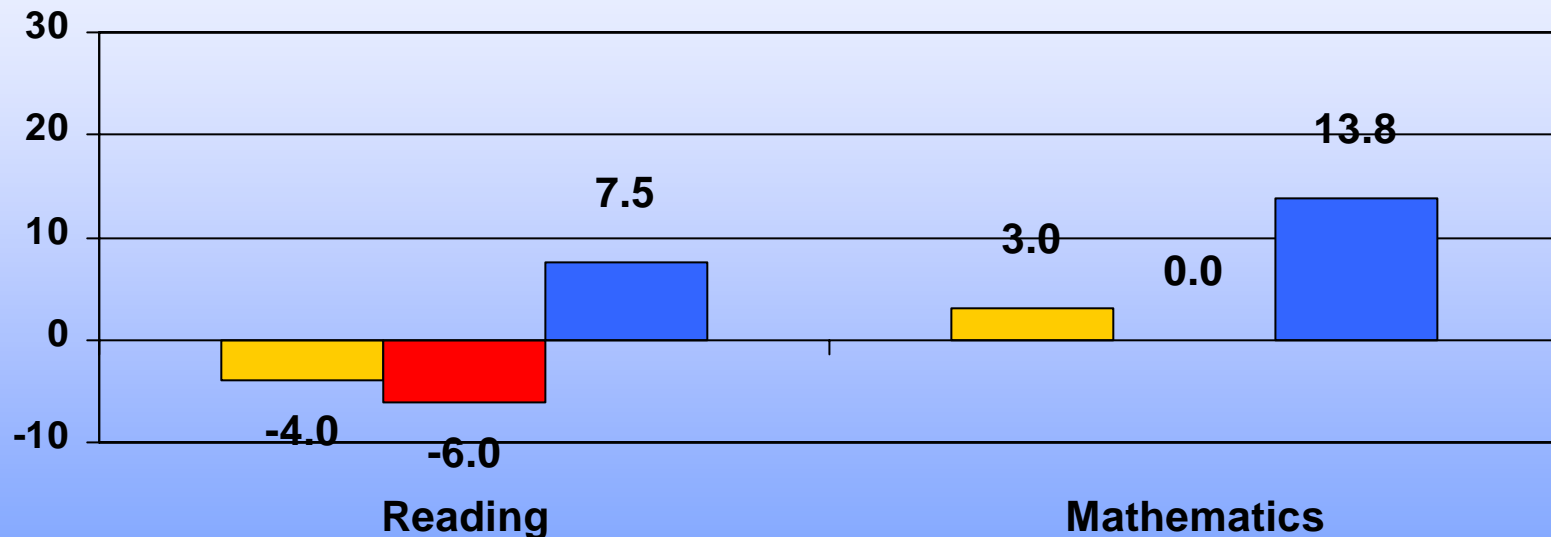


# Edison Elementary School Averages

## Nevada Criterion Referenced Test (CRT)

*Gains in Percent Meets and Exceeds Standards*

*Spring 2002 - Spring 2006*



■ Nevada ■ Clark County ■ Edison Avg

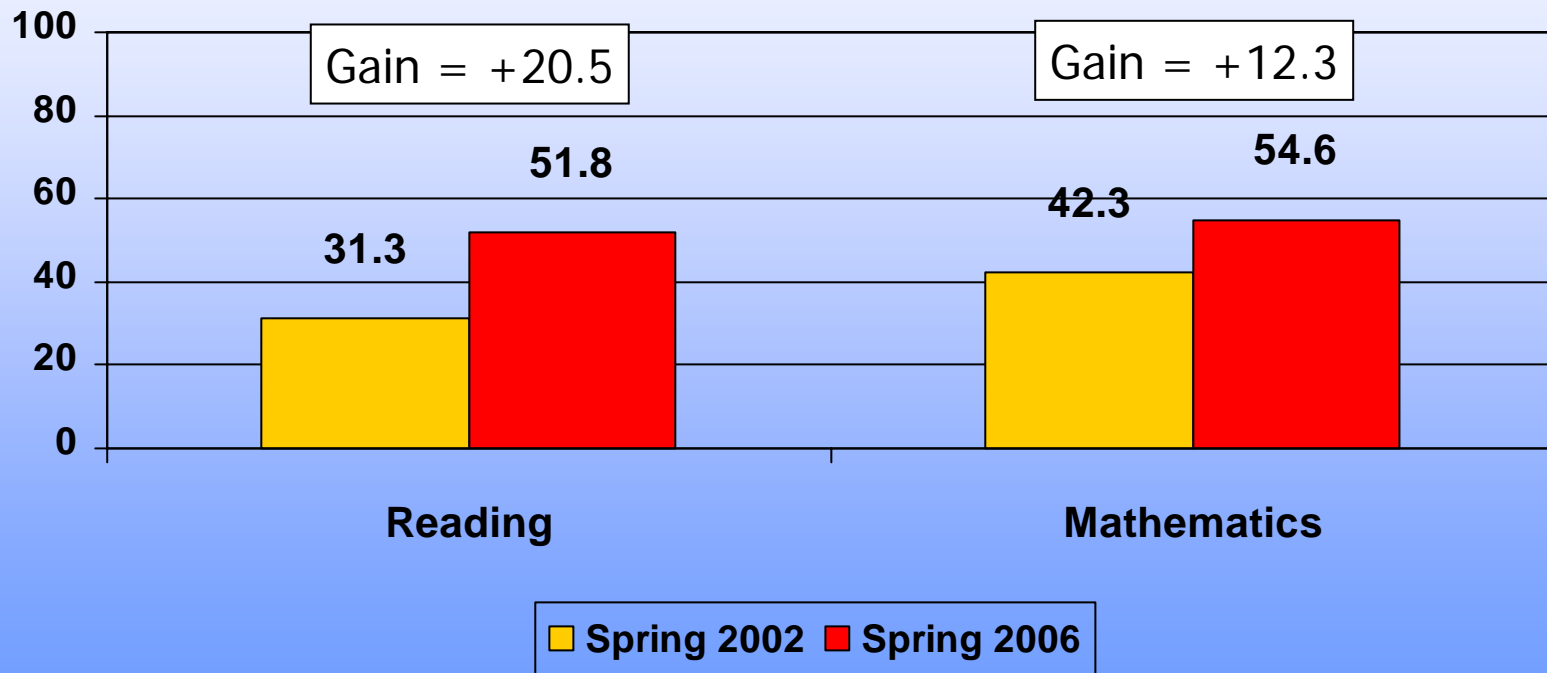
# Cahlan - Edison Elementary

Average 4-yr gain: +16.4

## Nevada Criterion Referenced Test (CRT)

*Percent Meets and Exceeds Standards*

*Spring 2002 - Spring 2006*

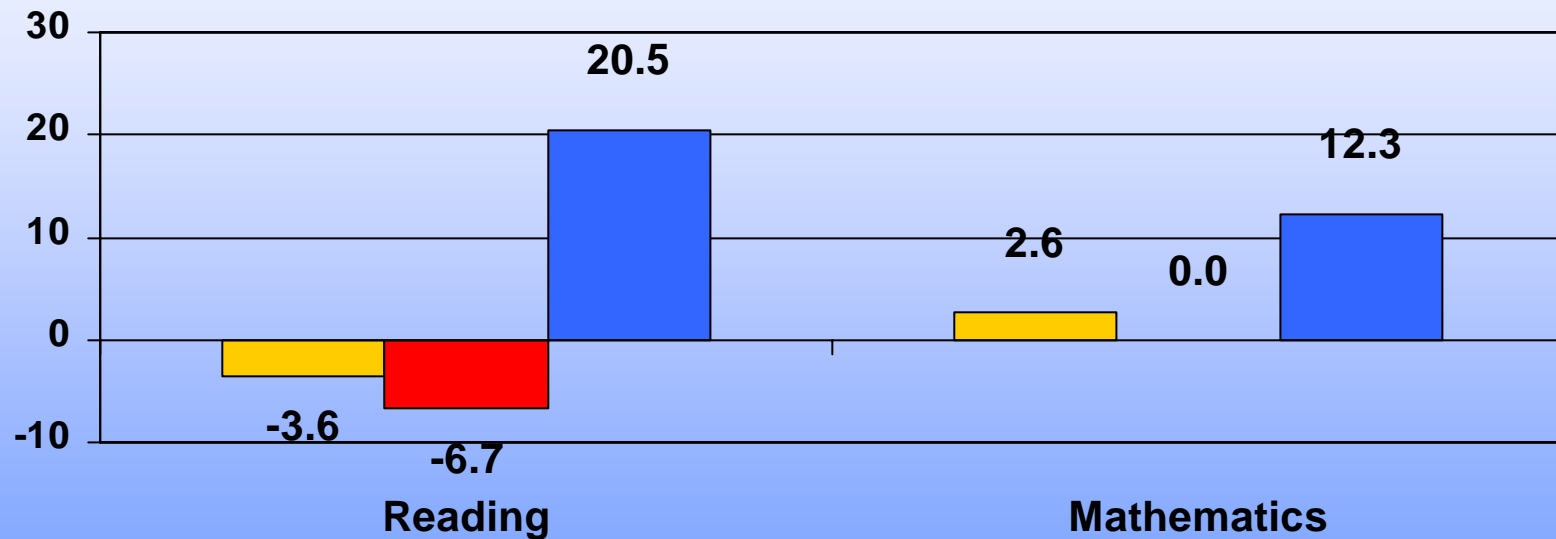


# Cahlan - Edison Elementary

## Nevada Criterion Referenced Test (CRT)

*Gains in Percent Meets and Exceeds Standards*

*Spring 2002 - Spring 2006*



■ Nevada ■ Clark County ■ Cahlan-Edison

# Chicago and Peoria, IL

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CICS- Longwood Campus  
Franklin Elementary School  
Northmoor Elementary School

## Measuring Academic Achievement

*The Illinois Standards Achievement Test (ISAT) measures individual student achievement relative to the Illinois Learning Standards. In spring 2005, students in grades 3, 5, and 8 took the ISAT in reading and mathematics. In spring 2006, students in grades 3 through 8 took the ISAT in reading and mathematics. As this data is not yet available, the performance data show is through 2000-2005*

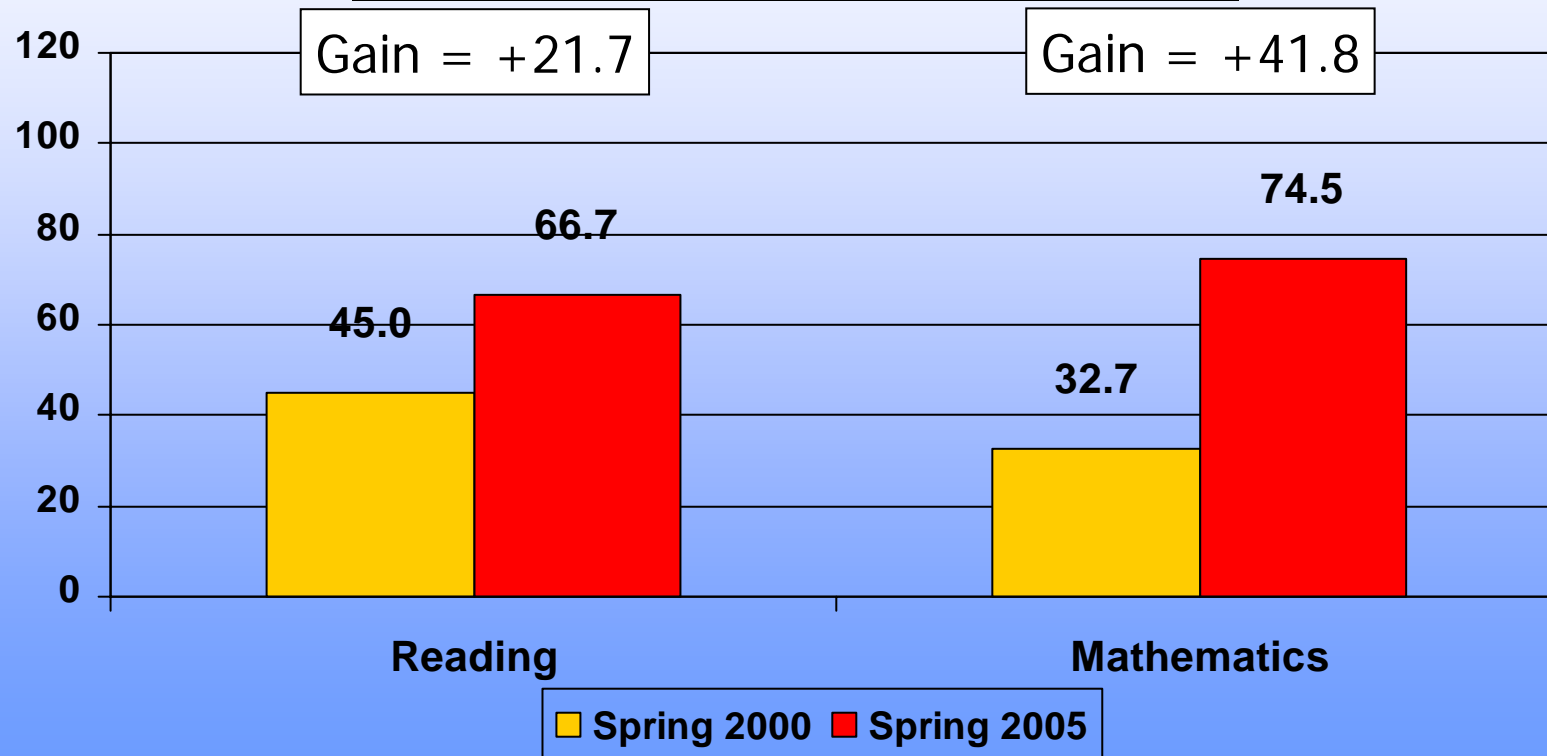
- *Illinois Standards Achievement Test (**ISAT**), 2000-2006*
  - *Grades 3,5 and 8, before 2005*
  - *Grades 3-8, in 2006 and on.*

Illinois – City of Chicago School District 299  
Chicago International Charter School  
Longwood Campus

Average 5-yr gain: +31.8

**Illinois Standard Achievement Tests (ISAT)**

*Percentage of students at who Meets and Exceeds standards  
(Spring 2000-2005)*



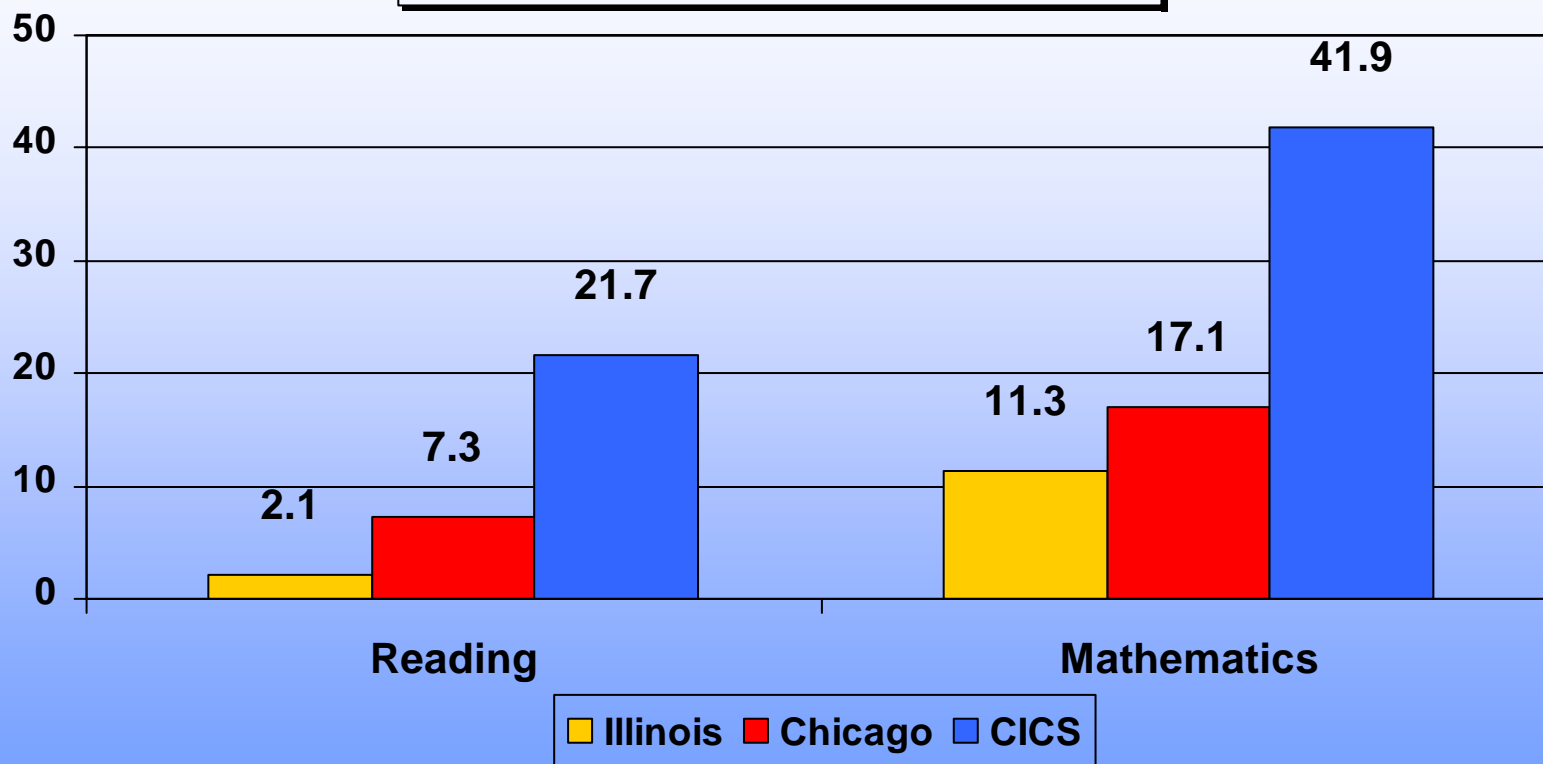


# Illinois – City of Chicago School District 299

## Chicago International Charter School

### Longwood Campus

**Illinois State Assessment Test (ISAT)**  
*Gain in Percent of Students Proficient and Advanced*  
*Spring 2000 - Spring 2005*



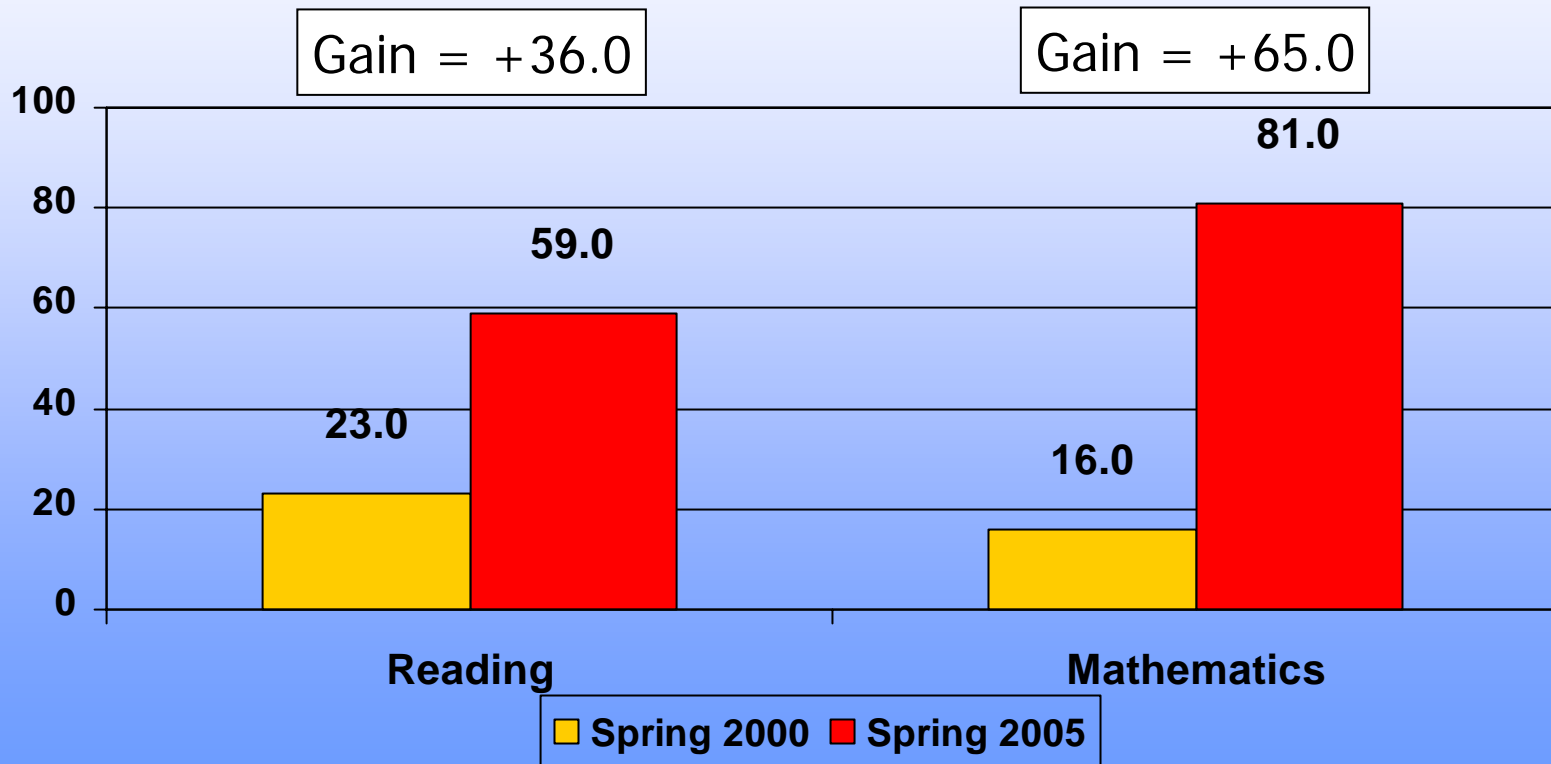
Illinois – Peoria School District 150

# Franklin-Edison School

Average 5-yr gain: +50.5

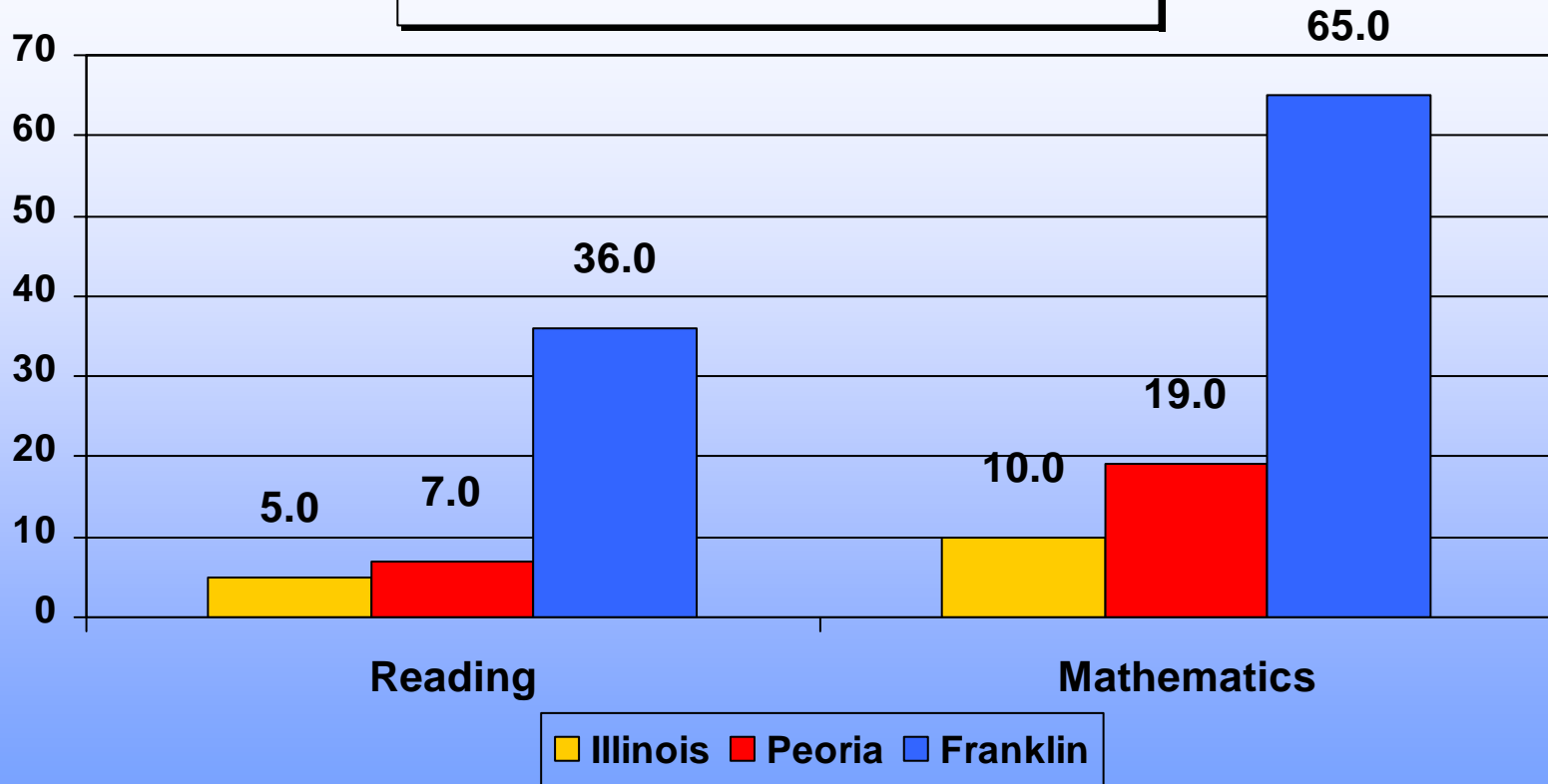
## Illinois Standard Achievement Tests (ISAT)

*Percentage of students at who Meets and Exceeds standards  
(Spring 2000-2005)*



# Illinois – Peoria School District 150 Franklin-Edison School

**Illinois State Assessment Test (ISAT)**  
*Gain in Percent of Students Proficient and Advanced*  
*Spring 2000 - Spring 2005*

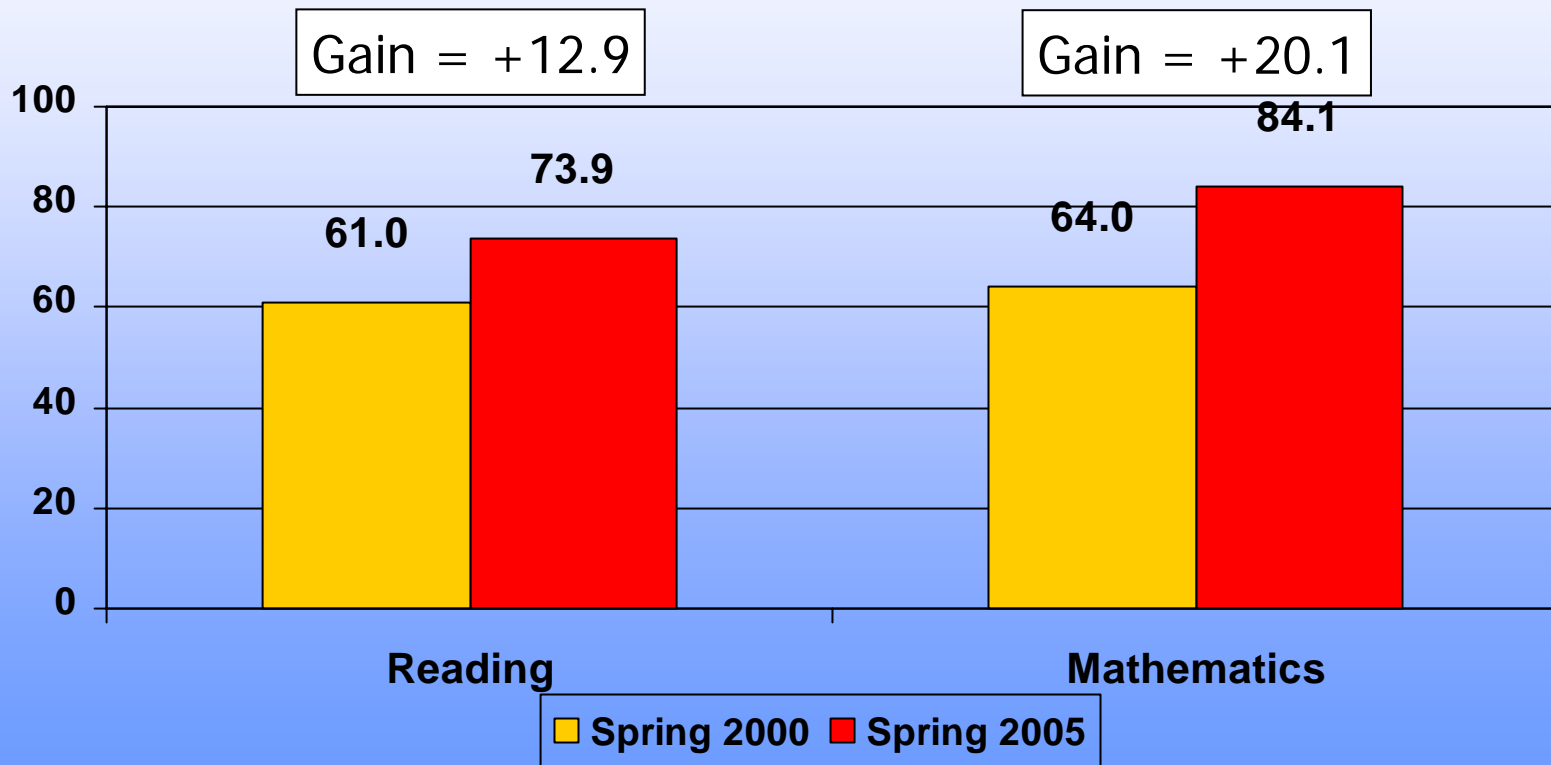


# Northmoor-Edison School

Average 5-yr gain: +16.5

## Illinois Standard Achievement Tests (ISAT)

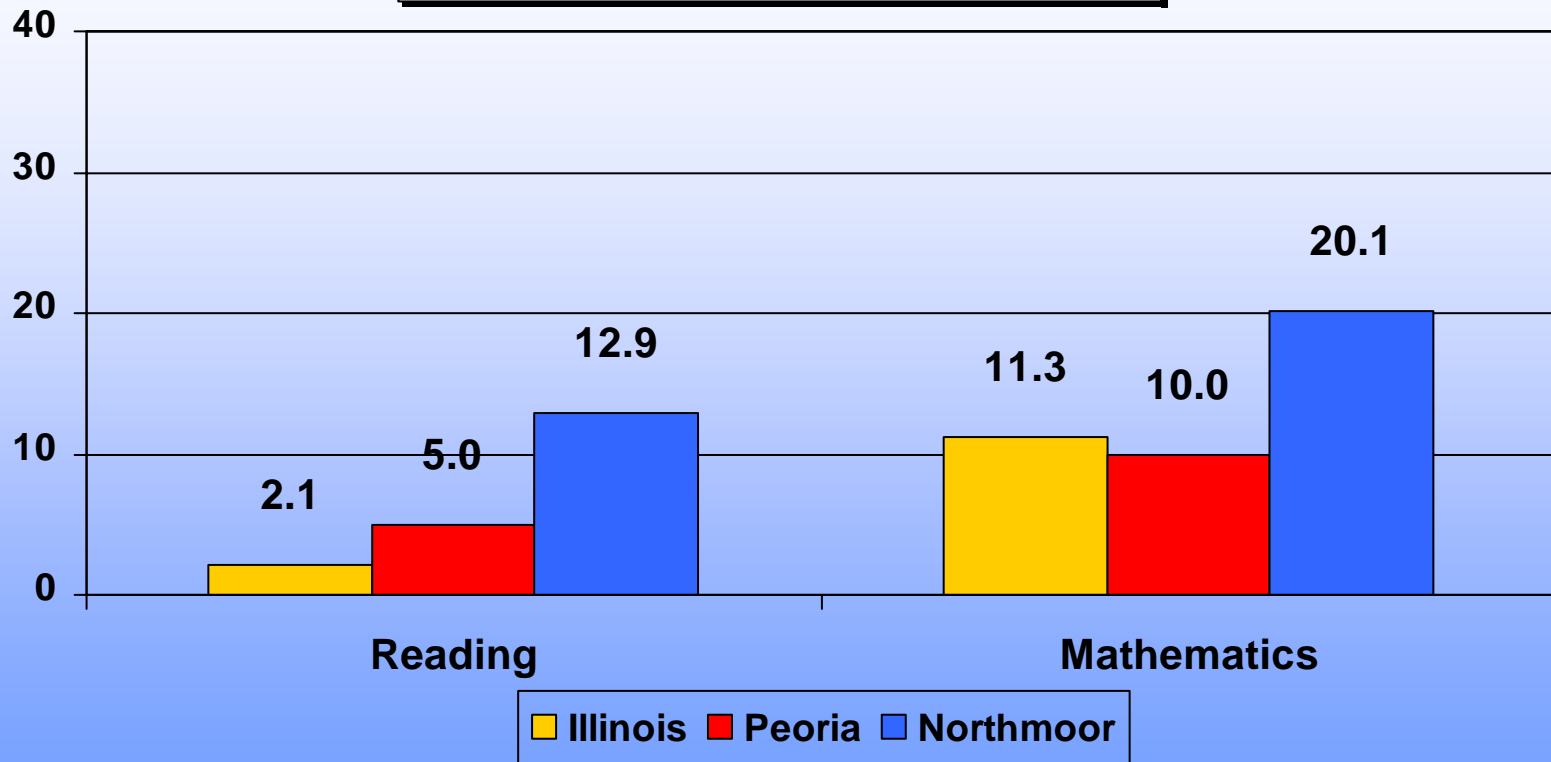
*Percentage of students at who Meets and Exceeds standards  
(Spring 2000-2005)*



Illinois – Peoria School District 150

# Northmoor-Edison School

**Illinois State Assessment Test (ISAT)**  
*Gain in Percent of Students Proficient and Advanced*  
*Spring 2000 - Spring 2005*



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Feaster-Edison Charter Elementary School

## **Measuring Academic Achievement**

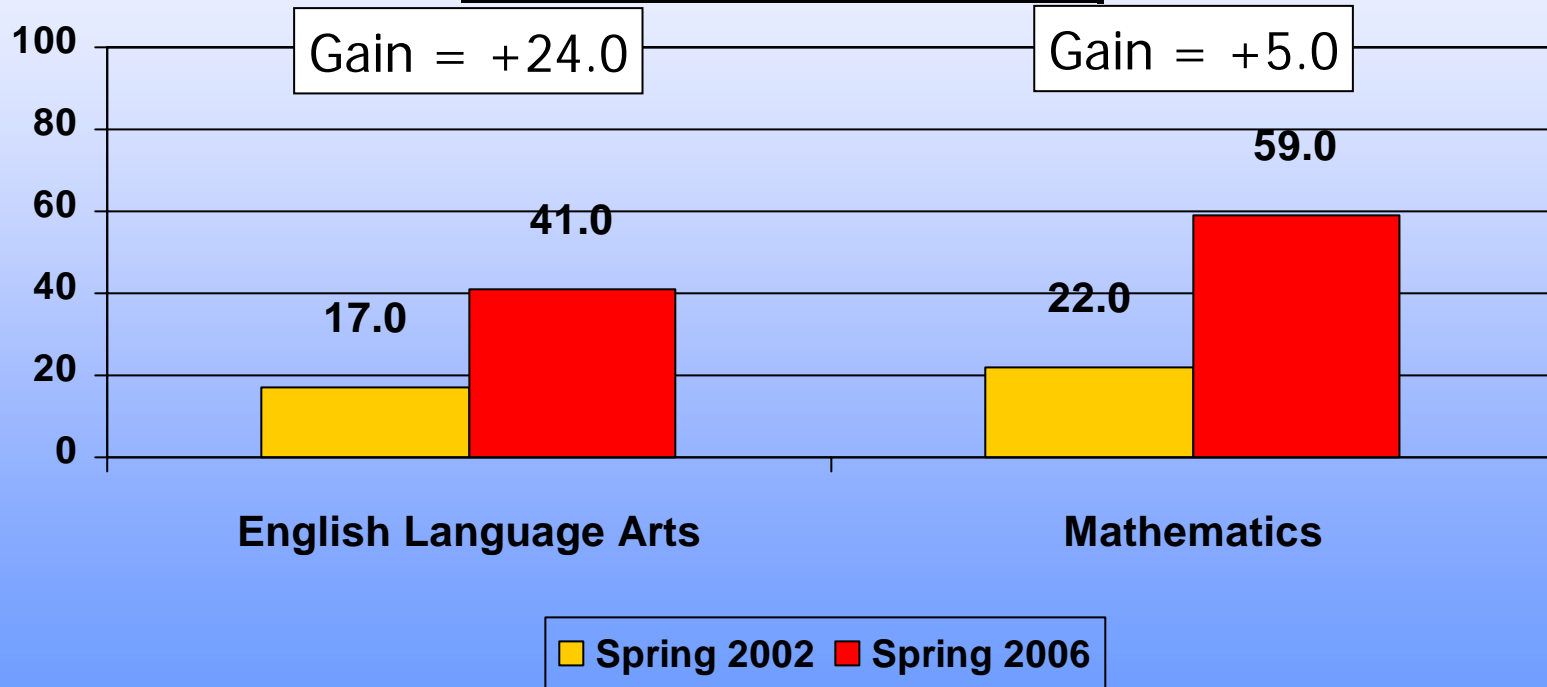
*California has consistently tested grades 2-11 since 2002. The California Standards Tests (**CST**) show how well students are doing in relation to the state content standards.*

# Feaster-Edison Charter School

Average 4-yr gain: +14.5

## California Standards Test (CST)

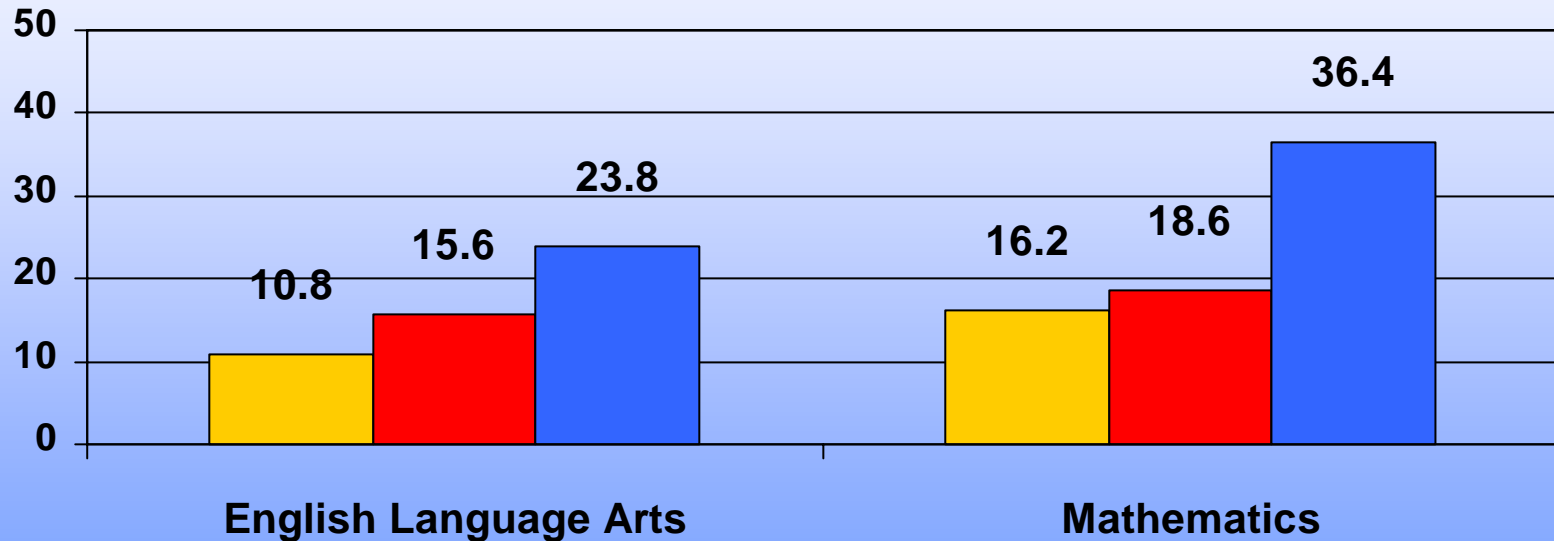
*Percent of students proficient and advanced  
Spring 2002 - Spring 2006*



# Feaster-Edison Charter School

## California Standards Test (CST)

*Gain in percent of students proficient and advanced  
Spring 2002 - Spring 2006*



California Chula Vista Feaster Edison



Charles R. Drew Charter School

## Measuring Academic Achievement

*Georgia transitioned testing standards in 2006 from the Quality Core Curriculum to the Georgia Performance Standards. Therefore, progress is observed from 2002-2005.*

*Drew Charter School tested grades 4 and 6 since the start of the school, and thus looking at those results provides the long-term progress of the school.*

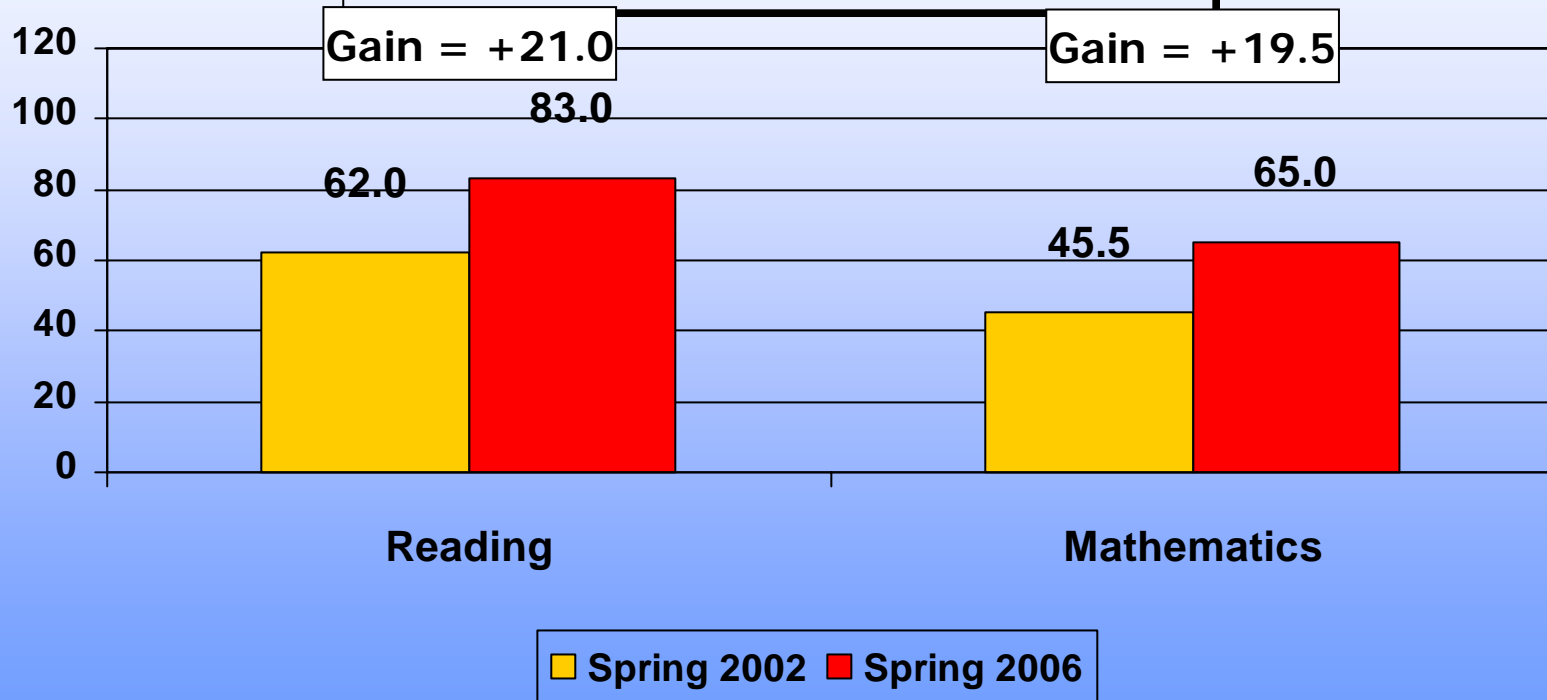
- *Georgia Criterion Referenced Competency Test (**CRCT**),*
  - *Quality Core Curriculum (**QCC**) 2000-2005*
  - *Georgia Performance Standards (GPS), 2006 phase in began*

# Charles R. Drew Charter School

Average 4-yr gain: +20.3

## Criterion Referenced Competency Test (CRCT)

*Percent of Students who achieve Level II and above  
Spring 2002 - Spring 2006*



*Note: Grades 4 & 6 are included, as these are the only grades that have been consistently tested since 2002*

## Harriet Tubman Charter School

### Measuring Academic Achievement

*New York State transitioned testing assessments in 2006. Whereas only grades 4 and 8 were tested previously, in 2006, the state started testing students in grades 3-8. Therefore Harriet Tubman's long term progress is observed in terms of grade 4 testing results.*

- *NY State Testing Evaluation Program (**NSTEP**)*
  - *Grades 4 and 8 Tested from 2003-2005*
  - *Grades 3-8 first tested in 2006*

New York – Bronx, New York City Public Schools  
Harriet Tubman Charter School

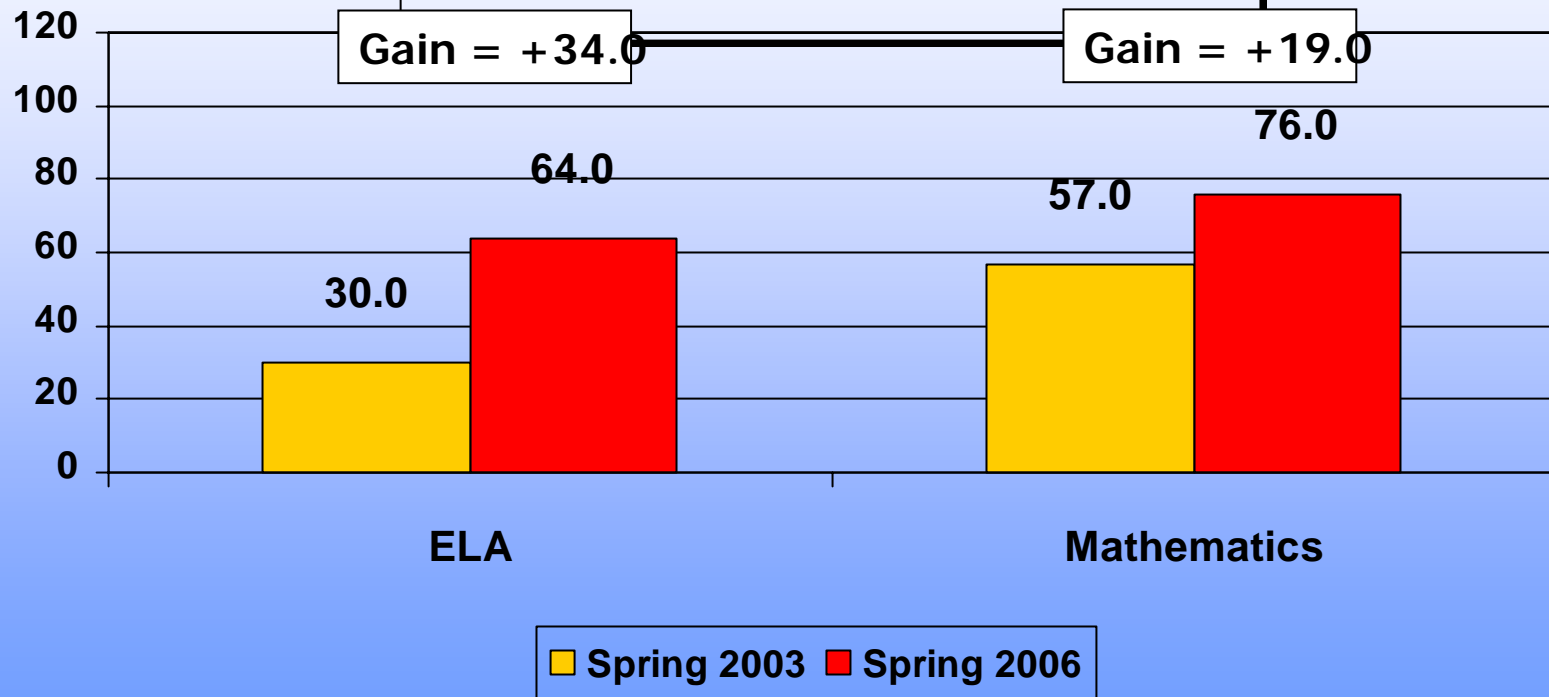
Average 4-yr gain: +26.5

**New York Statewide Testing Program (NYSTP)**

*Percent of Students who achieve Level II and above*

*Spring 2003 - Spring 2006*

*Grade 4 Results*



*Note: Grade 4 is the longest tested grade in NY State*

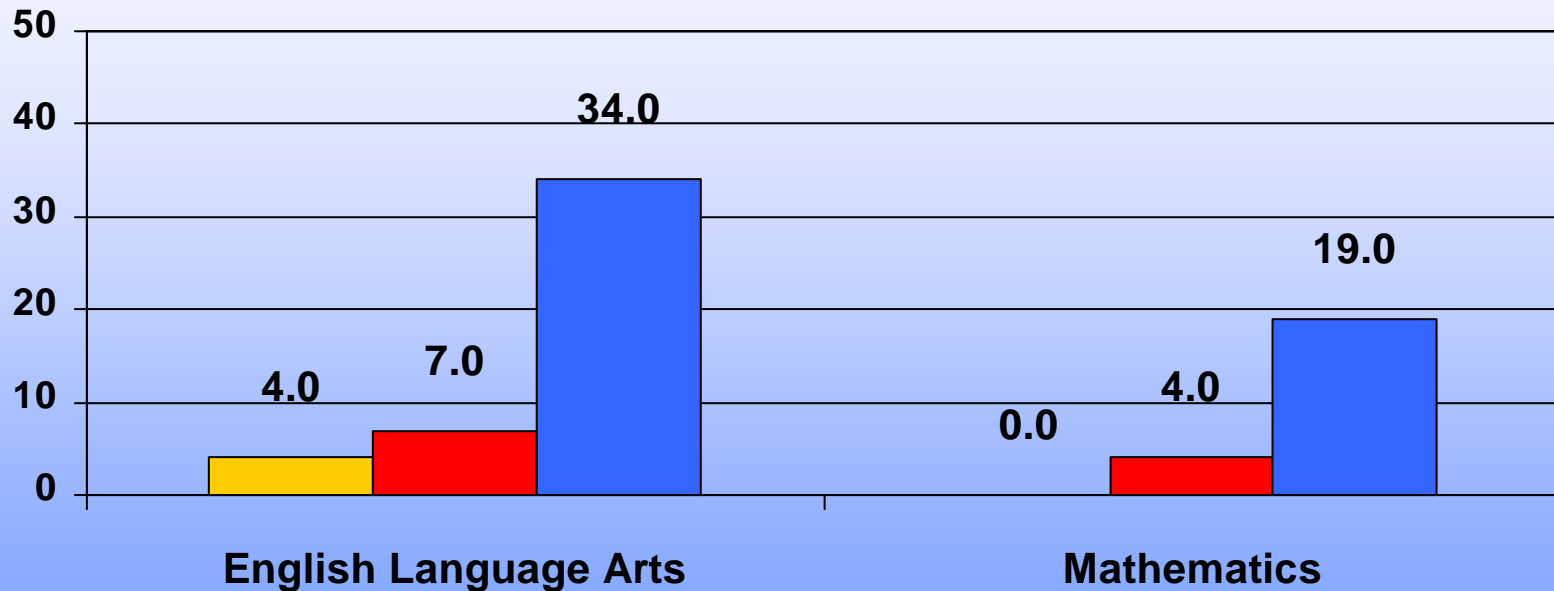
New York – Bronx, New York City Public Schools  
**Harriet Tubman Charter School**

**New York Statewide Testing Program (NYSTP)**

*Gain in percent of students Level III and above*

*Spring 2002 - Spring 2006*

*Grade 4 Progress*



■ New York State ■ New York City ■ Harriet Tubman

# Crisis Management Handbook

## **Introduction**

The purpose of the Crisis Management Handbook is to provide a concise reference for staff when facing a crisis or an emergency. All Edison schools are expected to have both a school plan addressing emergencies and crisis situations and for managing student conduct and school discipline. Accident and crisis prevention are particularly important whenever children are involved, but even the most thorough and imaginative forethought cannot prevent all emergencies. It is our responsibility to be prepared with management plans for foreseeable emergencies and for all staff members to be apprised of their roles in these plans.

To be truly effective, this document must be adjusted to reflect local mandates, needs, and requirements. For example, names or positions of those responsible for specific follow-up in an emergency should be added, along with the names of local agencies and emergency phone numbers. States and school districts often have mandates of their own. Staff should be familiar with federal, state and local requirements. Principals need to review the crisis handbook with appropriate building staff. Space in the handbook has also been provided for changes or additions as appropriate to specific states or localities.

Lastly, a de-briefing session should be held following any crisis so that everyone may benefit from the experience. Bringing together the staff, or minimally the leadership team, is critical for reviewing the school's response to the crisis and making any changes or additions to the written procedures.

**REVISED JULY 1, 2003  
ALL PREVIOUS VERSIONS SHOULD BE DISCARDED**

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The information contained in this Crisis Management Handbook is adapted from  
*Making Schools Safe for Students: Creating a Proactive School Safety Plan*  
by Peter Blauvelt, President and CEO of the National Alliance for Safe Schools.



# SECTION 1:

## Emergency Phone Numbers

## **Emergency Telephone Numbers**

(This sheet should be laminated and posted in a prominent place in the school office)

# **EMERGENCIES – 911**

Police Department \_\_\_\_\_  
Fire Department \_\_\_\_\_  
American Red Cross \_\_\_\_\_  
Attorney for the Charter Board \_\_\_\_\_  
Child Protective Services \_\_\_\_\_  
( or local agency that handles suspected child abuse)  
Edison General Counsel \_\_\_\_\_ David Graff 212.419.1732  
Edison Chief Operating Officer \_\_\_\_\_ Chris Cerf 212.419.1665  
Charter Schools: Joe Keeney 212.419.1652 Partnership Schools: Martha Olson 212.419.1657  
Edison Director of School Safety \_\_\_\_\_ Brian Bugge 212.419.1671  
Electrical Power Company \_\_\_\_\_  
Emergency Room \_\_\_\_\_  
Gas Company \_\_\_\_\_  
Guidance Supervisor \_\_\_\_\_  
Hazardous Materials \_\_\_\_\_  
Hospital(s) \_\_\_\_\_  
Local Newspapers \_\_\_\_\_  
Maintenance Supervisor \_\_\_\_\_  
Mental Health Department \_\_\_\_\_  
Poison Control Center \_\_\_\_\_  
Radio Stations \_\_\_\_\_  
School Safety Officer \_\_\_\_\_  
Superintendent/Charter Board President \_\_\_\_\_  
Willis Contact/Insurance Broker \_\_\_\_\_ Bill Glenn 865.583.3724  
Telephone – line trouble \_\_\_\_\_  
Television Stations \_\_\_\_\_  
Weather Bureau \_\_\_\_\_

Other Important Numbers

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## SECTION 2:

# Emergency Management

# **Emergency Management**

## **Introduction**

This section is to be used as a tool in creating an Emergency Management Plan tailored to fit the unique needs of your school. Principals need to be familiar with state and local requirements regarding school safety and crisis management and adjust their Emergency Management Plans accordingly.

This guide also provides Edison School principals with critical information about who to contact at Edison headquarters should an event occur at school. The Edison School Operations, Risk Management and Marketing and Communications divisions need to receive time-sensitive information about situations involving students and staff which take place in a school building or on campus in order to provide the support and guidance needed in a crisis. Any sudden, usually unanticipated event that profoundly and negatively affects a significant segment of the school population or jeopardizes the safety of students and staff should be considered a crisis that requires an immediate and organized response.

## **Why Plan For a Crisis?**

All Edison Schools staff members are expected to be prepared to respond to any crisis and have a clear understanding of their roles during an emergency situation. Recent events at schools around the country have taught us that violence can occur in any community and no school is immune. Incidents that threaten the safety of students and staff have a lasting impact and widespread implications for the entire school community. Violence prevention efforts and programs that address the personal and emotional needs of students help reduce the likelihood that a crisis will occur at school, but even the most careful planning is no guarantee. Developing a crisis management process will ensure that the response to a crisis will be thorough and consistent and will disrupt the school routine as little as possible.

## **What Should the Emergency Management Plan Cover?**

The Emergency Management Plan should include information about how to deal with any crisis that could occur on school grounds. This includes suicide, bomb threats, serious assaults on students or staff, kidnapping, an armed intruder or any situation that could occur that would place the safety of students and staff at risk.

# **The Emergency Response Team (ERT)**

## **Selecting the Members of the Emergency Response Team**

The principal and his/her leadership team are responsible for assembling the Emergency Response Team.

## **Who Should Be On The Team?**

Staff members who are recognized within the school and who respond well to a crisis are good ERT candidates, as are people who are calm, accepted by staff and students as impartial and fair, good listeners and communicators, skilled negotiators, and adept at crowd control. One of the ERT members should be a bilingual staff person. Also, including members who do not have supervisory duties or whose groups can be canceled in an emergency is important, such as:

- Business Service Manager
- Community Resource Director/Student Support Manager
- Special Edison Coordinator
- Technology Support Manager
- Professional Development Coordinator
- Security Officers
- School Police Officers
- Speech Therapist
- Occupational Therapist/Physical Therapist
- School Secretary
- Counselors/Social Workers
- Custodians/Security Personnel
- School Nurse
- Psychologist

The names and locations of any staff members trained in CPR and first aid must be laminated and posted in a prominent place in each classroom and in the school office.

## **How Many People Should Be On The Emergency Response Team?**

The number of members on the team should be in relationship to the number of students in the school. If any of the members of the team are classroom teachers, substitutes will need to be chosen and their names should be listed as alternate ERTs.

## What Are The Roles of the Members of the Emergency Response Team?

**Administrator-in-Charge (AIC):** Coordinates emergency response effort. Ensures that necessary notifications are made. Coordinates police, fire, medical response. **Remains in the Command Center and manages the crisis.**

**School Secretary and other Office Staff:** Upon instructions from the AIC, the secretary will place a telephone call to 911 and advise the dispatcher of the nature of the emergency. She/he shall remain on the phone updating the 911 dispatcher of any changing conditions until the police/fire or medical assistance arrives at the school. While she/he is on the phone, other office staff will be directed to do the following:

- Shut off the school bell system
- Make other required telephone calls
- Maintain a Chronological Event Log. The following information will be recorded in the Log:
  - ☐ Time AIC was advised of the emergency
  - ☐ Time Code Red was declared
  - ☐ Time all out going calls were made and to whom the information was furnished
  - ☐ Time all incoming calls were received and nature of the call
  - ☐ Time Emergency Response Team arrived at the Command Center
  - ☐ Maintain a chronology of events as they occur
- Advise the AIC of any new information

**First-Aid Responders:** Provide emergency first aid until medical assistance arrives

**Site Coordinators:** Respond to site of emergency and control access to the affected area. If necessary, preserve crime scene until police arrive and assume control.

**Police/Fire/Medical Coordinator:** Will meet emergency personnel and direct them to the scene. Return to front of school and direct media, parents, and central office personnel to appropriate locations. The building custodian is recommended for this position because he/she has master keys.

**Sweep Team Coordinators:** Will assemble adults who do not have supervisory duties of students into three-person sweep teams who will check the restrooms, hallways, and other non-classroom areas for students and/or outsiders. He/she will also pick up “missing or added student” lists from each teacher in his/her assigned sweep area. Coordinators will assemble the lists of missing students and forward them to the Command Center. During the reconciliation phase of the student lists, he/she will ensure the Early Release Log and Visitor Log are included in the process.

**Media Coordinator:** Will meet with the media and arrange for their needs. Will assist in preparation of a news statement and arrange interviews. Also acts as recorder noting the time notifications were made, who was notified and will maintain a log of the sequence of events.

**Coordinator of Parents:** Will be responsible for dealing with parents who may respond to the school. They will advise parents of the situation and advise them if their child is or isn’t involved in the emergency. After the Code Red has been rescinded, assist those parents who wish to take their children home.

**Recorder:** Will be responsible for recording the time notifications made and who was notified, and maintain a log of the sequence of events.

**Note:** It is important for each member of the EMT to have a way of identifying themselves as members of the team. In an emergency, responding police or other emergency personnel will need to be able to ascertain who is authorized to be roaming the building.

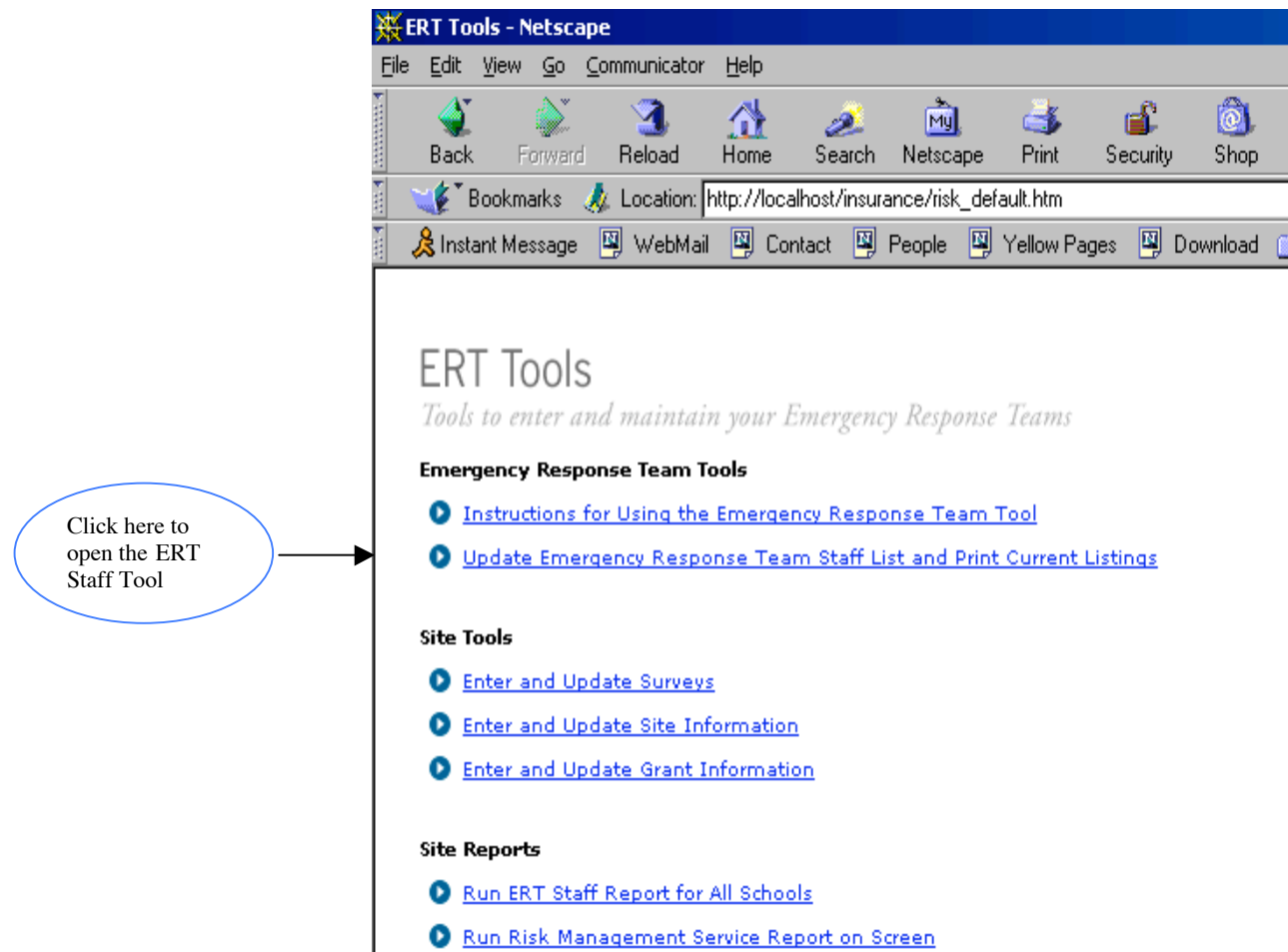
## Emergency Response Team Staff Tool Instructions

The emergency response team for each school should also be entered in the ERT Staff Tool that is located on the Finance/ Risk Management home page of the Common, Edison's internal network. Entering the team electronically will make maintenance of the list easier.

### Accessing the ERT Staff List Tool

The ERT Staff List Tool is accessed from the Risk Management home page of the Common, Edison's internal network. This tool, as well as others which are being developed, are accessed through the Risk Management Tools link on that page.

From the Risk Management Tools page, choose the Update ERT Staff List tool. This will bring up the main Emergency Response Team Staff Entry Page.





## Emergency Response Team Staff List Tool Functions

On the ERT Staff List page, you can assign staff to your team, print out current listings and choose entries for update. The tool consists of three major sections:

The screenshot shows the ERT Staff List Tool interface. It is divided into three main sections, each with a callout box:

- School Name and Address Section:** This section includes a dropdown for 'School Name' (currently '7-Roosevelt-Edison Charter School'), a text field for 'School Address' ('185 South Byron Drive Colorado Springs, CO 80910'), and text fields for 'Contact Phone #' ('719-637-0311') and 'Contact Fax #' ('719-386-0176'). A 'Retrieve Staff List' button is located to the right of the address field.
- Staffing Listing Section:** This section contains two tables. The first is 'CURRENT STAFF LISTING', which has columns for 'Responsibility', 'Name' (with a 'Click to Edit/Delete' link), 'Room', 'Work Phone', 'Home Phone', 'CPR', 'Physical Restraint /CPI', 'First Aid', and 'Other Training'. The second table is 'MISSING STAFF PERSONNEL', which has columns for 'REQ POSING/REPLY', 'MINIMUM', 'SUGGESTED', and 'NEEDED'. Below these tables is a form to 'Enter ERT Staff information and press Add Name to add to the list above'. This form includes fields for 'Name', 'Room Num', 'CPR Trained', 'Other Training', 'Role' (a dropdown menu), 'Work Phone', 'Home Phone', 'Physical Restraint / CPI', and 'First Aid Trained'. There are also links for 'See ERT role definitions', 'Add Name', 'Clear Name Info', and 'Go Back To Main Menu'.
- Staff Entry Section:** This section is represented by a callout box pointing to the 'Add Name' button in the Staffing Listing Section.

Additional callouts on the right side of the interface include:

- 'Click here to show current ERT team' pointing to the 'Retrieve Staff List' button.
- 'Click here to delete or update staff info' pointing to the 'Click to Edit/Delete' link in the 'CURRENT STAFF LISTING' table.
- 'Click here to see details of each ERT role' pointing to the 'See ERT role definitions' link.
- 'Click here to add a new person to the staff list' pointing to the 'Add Name' button.

**School Name and Address Section:** In this section, choose your school from the school dropdown box. This will bring up the school contact information. Pressing the Retrieve Staff List button after choosing a school will display the most current ERT list in the Staff Listing Section. Note that you must select a school before retrieving a staff list or adding a new entry.

**Staff Listing Section:** This section displays the current ERT list for the school selected in the School Name Section. The staff matrix shows the different roles, names, phone numbers as well as additional qualifications. Staff names are highlighted in blue because they connect you to the Staff Update page in case you want to update information about a staff member or to delete that staff person from the team.

The Staff Listing Section also contains a chart showing how many staff members should be assigned to each role as well as how many are missing from the current list. Please note that suggested numbers are standard recommendations but would change based on the size of the school and the number of students. When the minimum number of staff members has been assigned for a role, that line is removed from the Missing Staff Personnel chart.

**Staff Entry Section:** This section is a short form for entering pertinent information to add a new staff member to an emergency response team. For more information about the different roles and their responsibilities, click on the Show ERT Role Definitions link to bring up a help page.

Once all of the information about a team member has been entered, press the Add Name button to add the person to the team. To clear the form of previously entered information, press the Clear Name Info button.

### **Printing Emergency Response Team Listing**

After entering all of the staff information for your team, use the Print button from your browser to print out team listings.

### **Additional Information**

If you have any questions or need additional information, please contact Brian Bugge at 212-419-1671 or at [bbugge@edisonschools.com](mailto:bbugge@edisonschools.com).

## **Emergency Response Team (ERT) Master List**

<b>Responsibility</b>	<b>Staff Person/Room #</b>	<b>School Phone Number/ Home Telephone Number</b>
Administrator-in Charge	(1) _____ Principal	_____
	(2) _____ Academy Director	_____
	(3) _____	_____
	(4) _____	_____
Secretary/Office Staff	_____	_____
First-Aid Responders	_____	_____
	_____	_____
Site Coordinators	_____	_____
	_____	_____
Police/Fire Coordinator	_____	_____
	_____	_____
Sweep Team Coordinators	_____	_____
	_____	_____
Media Coordinators	_____	_____
	_____	_____
Parent Coordinators	_____	_____
	_____	_____
Other Staff Trained in CPR, First Aid or Physical Restraint	_____	_____
	_____	_____
	_____	_____
	_____	_____

Note: Any member of the ERT who is a classroom teacher or has supervisory responsibilities must have a pre-designated substitute to provide class coverage should the team be activated. Use an asterisk (\*) to indicate the designated substitutes and include their phone numbers.

## **Code Red Attendance Form**

Sweep Team members should pick up this form from every classroom

Date: \_\_\_\_\_  
Teacher: \_\_\_\_\_  
Classroom: \_\_\_\_\_

The following students are missing from my classroom when the Code Red was declared. **Note:** if the daily attendance sheet has already been turned into the office write down missing students not absent.

### **Missing students:**

---

---

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---

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The following students and adults were added to my classroom when the Code Red was declared.

### **Additional students and adults:**

---

---

---

---

---

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---

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Once the list is complete, slide the form under the door for the sweep team members to collect.

Sweep team members will take this form to the Command Center in order to compile a master list. **Note:** When accounting for all students during a Code Red do not forget to reconcile this report with the Visitor's Log. Additionally, this form should be printed on **colored paper**.

## Responding to a Crisis

There are four phases to every crisis:

- Phase 1: the first ten minutes
- Phase 2: the next fifty minutes
- Phase 3: the remainder of that day
- Phase 4: the subsequent days

The clock starts ticking the moment the notification is made to the school. How one responds and the timeliness of the response will, in large measure, be used to judge the effectiveness of the response.

Let us assume for the moment that you are confronted with a full-fledged crisis, one that requires the stopping of all student and staff movement in the school. How would you accomplish this task? Remember, time is critical.

All schools must implement a Code Red procedure for responding to a crisis. Do not implement a “secret” code word for accomplishing this task. Unfortunately, secret code words are difficult to remember, and there is always the chance that a substitute teacher is in the building and hasn’t the faintest idea what the strange message means that is being broadcast over the PA system. This is not the time for mystery. This is the time for **simple, easily understood, non-ambiguous** language.

### **What Do You Do When a Crisis Occurs?**

When a crisis occurs it is imperative that you are able to stop the movement of all staff and students in the building. A simple signal, such as “Students and staff we have a Code Red,” alerts the staff in the building that there is an emergency situation and it activates the Emergency Response Team.

## **Managing an Emergency**

The very nature of the event is one that has the potential of injury to students and staff and damage to the facility. The primary responsibility of the Administrator-in-Charge (AIC) is to *manage* the event so as to minimize injuries to students and staff and loss of property.

There are four phases of activities that are associated with every crisis/emergency. This **Emergency Management Plan** addresses all four Phases. However, information regarding support services such as crisis counseling and other Central Office expertise is contained in other documents.

**Phase I.** What does the AIC do in the first ten (10) minutes upon being notified of an emergency? During this phase the following events occur:

- ☐ Decision to call 911
- ☐ Declare a Code Red-Respond, which activates the Emergency Response Team (ERT)
- ☐ Declare a Code Red – No Respond, which holds everyone in place. Depending upon the nature of the crisis, selected members of the ERT may be activated by phone or radio. A Code Red – No Respond is given when:
  - a. gunman in the school
  - b. shots are being fired
  - c. hostage situation
  - d. any situation the AIC feels is appropriate
- ☐ Dispatch an administrator and nurse to scene.
- ☐ Dispatch Police/Fire/Medical Coordinator to front of school.
- ☐ Direct superintendent's office is notified.
- ☐ Direct school bells are turned off.

**Phase II.** What does the AIC do in the next fifty (50) minutes? During this phase the following events occur if a Code Red-Respond was given:

- ☐ Directs the Sweep Team Coordinator and sweepers are collecting and reconciling student and visitor information. All students, staff and visitors must be accounted for as soon as possible.
- ☐ Receives briefing on the situation including a narrative of what happened, who was involved, extent of injuries and name of any suspects.
- ☐ Briefs Superintendent's office and/or OPs VP on the incident.
- ☐ Coordinates with emergency response units to facilitate their needs.
- ☐ Directs that notifications are made to affected parents and/or staff member's family.
- ☐ Check with appropriate Coordinators to ascertain current status of media personnel and parents.
- ☐ Select staff person to accompany injured person to hospital.
- ☐ Determine if all students, staff and visitors have been accounted for.

**Phase III.** What does the AIC do for the remainder of that day? With the concurrence of the police/fire/medical declare a “Stand Down”. This may occur in Phase II but more then likely it will be a Phase III activity. During this phase the following issues will need to be addressed:

- , Decision as to what adjustments will need to be made to the school’s schedule.
  - , Information will need to be collected and disseminated to staff and students. In preparation the AIC will need to:
1. **Reassemble Emergency Response Team** – Prior to the scheduled staff meeting, gather the ERT and assess how the crisis was handled. Knowing what they are seeing and what they are hearing from students and staff is critical. Obtain update on victim(s) and on the investigation.
  2. **Press Conference** – The media will want to interview the AIC. In preparation for this event the following suggestions are made:

### **Sample Press Release**

At *(time of the event)* this morning the office was advised that a *(what were you advised?)* [Example] 7th grade female student had been injured in the second floor girl’s bathroom. Upon receipt of the information *(name of the administrator-in-charge)* directed that emergency procedure be activated and a Code Red was declared. Our Emergency Response Team was activated, 911 was called at *(give the time of the call)* and our team performed their pre-assigned duties.

The police and ambulance arrived at *(give the time)* and it was determined that the child would be transported to *(give name of hospital)*. The child’s mother/father was/were notified and is/are in route to the hospital. Mrs./Mr. *(Whomever)* accompanied the child to the hospital. The injury does not appear to be life threatening.

We stood down from our Code Red at *(give the time)* and class schedules were adjusted to accommodate the time lost due to the emergency.

Sgt. Wright of the police department will address any questions concerning the investigation.

**Note:** The person reading this statement needs to be prepared to answer the question of "What is a Code Red"?

### **Words to avoid using:**

- ☐ Raped
- ☐ Attacked
- ☐ Stabbed
- ☐ Mutilated
- ☐ Bludgeoned
- ☐ Attacked by a gang
- ☐ Multiple injuries
- ☐ Sexual assault
- ☐ Slashed

In general if a person has been injured, use the word “injured”

3. **Staff Meeting** -There will be a need to hold a staff meeting at the end of the school day. **ALL** staff members need to attend. In addition to teachers, the meeting should include all aides/para-professionals, specialists, security personnel, school resource officers, custodians, office staff, cafeteria workers, central office staff, itinerant teachers, part-time staff and any other adult who happened to be in the building when the crisis occurred.

At this meeting you tell the assemblage what happened including the names of the student(s) or staff person(s) involved. You will advise them of the condition of the victim(s) and the status of the investigation. You can entertain some questions but do not allow this meeting to turn into an inquest. Advise staff to report a half-hour earlier in the morning for instructions on the day’s activities. Caution staff about talking with the media. Explain to them that you would prefer they did not, but if they choose to make a statement to the media to be accurate in what they say and not to speculate on what might or might not happen as a result of this episode. Inform staff that they will be held accountable for their public comments.

4. **Visit the Victim** - Following the after-school staff meeting, make time to go and visit the victim and his/her family. The principal, a social worker or guidance counselor and perhaps the child’s teacher should attend. This is a time to be sympathetic, emphatic and express your concerns for the victim(s).

The purpose of this meeting is to find out first-hand the condition of the victim and to assess how the parents are reacting to this event. It is important not to attempt to explain what happened only that the event did occur and is under investigation.

5. **ERT Meeting** – Following the visit with the victim’s family, reassemble the ERT to plan on the next day’s activities. Included in this meeting should be representatives from the Central Office and the police department. The following issues will need to be addressed:
  - ☐ Arrangements for counseling services.
  - ☐ Arrangements for substitute teachers in case of absenteeism of regular staff.
  - ☐ Arrangements for dealing with the media.
  - ☐ Arrangements for dealing with concerned parents.
  - ☐ Arrangements for additional security and/or police presence.
  - ☐ Arrangements for assigning a staff person to be the liaison with the victim’s family.
  - ☐ Arrangements for the following morning’s staff meeting.



**Phase IV.** What does the ERT do during subsequent days? The aftermath of a crisis/emergency can go on for an extended period of time. It is not unusual for the impact of the event to last weeks and even months. Crisis counselors refer to this period as the “healing period.” Realizing that people “heal” at different rates, AICs are cautioned not to expect a quick recovery. In preparation for the following days these events need to occur:

1. **Staff Meeting the following morning.** Provide refreshments for staff. Bring them up to speed on the condition of the victim and status of the investigation. If counselors are going to be made available to students and staff advise them how this is going to be accomplished. If any teacher is not comfortable in discussing with his/her students the latest information regarding the crisis, arrange for an administrator to handle the notification.
2. **ERT Meeting.** At sometime before the lunch periods start, call the team together to get their feedback on how the day is progressing. What are they seeing and hearing? Are there any surprises or concerns that need to be addressed?
3. **Parent Meeting.** Within 48 hours of the crisis schedule a parent meeting. This is a critical meeting and one in which there is liable to be very strong feelings expressed by parents. It is important that all members of the ERT are present, the superintendent and/or OPs VP, all school administrators, a representative from the police department, and perhaps members of the School Board. The press will be there as well as some elected officials (particularly true if an election is soon). Someone other than the principal should chair this meeting. The meeting should be conducted by someone who is skilled in dealing with emotional issues and has the skills to keep participants on task.

This is a difficult meeting because the issue will have shifted from “what happened?” to “why did it happen?” Someone should take notes so that unanswered questions can be answered at a later time. Do not attempt to answer all of the questions. Advise the questioner that you will get back to them with an answer and then make sure someone does get back to the individual.

4. **The Healing Process.** Meetings with the ERT members and informal discussions with students and staff members is vital in assessing the healing process. Realizing that students and staff members “heal” at different rates will enable you to make informed decisions with regards to the length of time additional resources must remain at the school. The traumatic impact of the event, the number of students and staff members who were directly affected, parental and community reaction and the status of the investigation are all factors to be taken into consideration.

## **Code Red Procedures**

The purpose of a Code Red signal is to provide the AIC with a means for alerting staff and students that there is an emergency situation in the school and that for a period of time, movement in the school will be restricted.

Because of the variety of emergencies/crisis that can occur in a school it is necessary to establish two Code Red Signals:

**Code Red – No Respond** – is used when:

- (1) there is a gunman in the school, or;
- (2) there are shots being fired, or;
- (3) there is a hostage situation.

These three situations pose the greatest threat to students and staff and require that **NO ONE MOVES IN THE SCHOOL**. The Emergency Response Team (ERT) is not activated. Staff not supervising children remain where they are. Personnel available in the office (Command Center) will be utilized to stabilize the situation until the police arrive on the scene and assess the situation.

Teachers close their classroom doors, make a list (see Code Red Attendance Sheet) of all children not accounted for, add to this list the name of any child or adult that enters the classroom after the Code Red is declared, moves the children away from windows (if possible) and have everyone sit on the floor. They remain in this position until directed to do otherwise.

Students who are not under direct supervision of an adult when the Code Red signal is given will find the nearest adult and follow their directions.

Any visitors to the school will remain where they are, assuming they are either in a classroom or in an office. If in neither location, they should go to the nearest classroom and follow the teacher's instructions.

The secretary or someone else who is in the Command Center at the time the emergency is declared will call each classroom by telephone and ascertain the names of any missing students or students who entered after a Code Red – No Respond was given. The Sweep Team will collect the Code Red Attendance Sheets during a Code Red – Respond.

**Code Red – Respond** – Is used, at the designation of the Administrator-in-Charge when in her/his opinion an emergency/crisis has occurred and it requires the holding of students for a period of time. The command activates the ERT who will respond to the Command Center and receive their instructions. All adults not having direct supervision of children will report to a designated location and assist in the sweeping of the school for stray children and guests. Teachers will follow the same procedures as they would for a Code Red – No Respond except there is no need to move children away from windows or to sit on the floor.

A Code Red signal should never be used for **fire/explosion** or **weather emergency**. These events have their own signal and should not be confused with Code Red situations.

## **Practical Application of a Code Red Drill**

Assume the following scenario: a female student runs into the office and excitedly tells you that she has just come from the girls' restroom on the second floor of the school and that there is a female student lying on the floor bleeding. It appears to her as though the student has been stabbed. What do you do?

Also assume this is a middle school with 2,000 students and 140 staff members. You are the principal, with three assistant principals and a school nurse. The school is located on a 40-acre lot and is composed of three buildings. The school is equipped with hand-held radios and you have a cellular phone.

### **Phase I: The First Ten Minutes**

- A. Believe the messenger.
- B. Isolate the witness with an adult.
- C. Dispatch the school nurse and one administrator to the scene.
- D. Call 911 (the secretary should make this call and keep a log of all outgoing and incoming calls).
- E. Declare a **Code Red – Respond**. This automatically activates the ERT who responds to the Command Center (normally the main office).
- F. Shut off the school's bell system (this should be a pre-assigned responsibility for someone on the ERT).
- G. Notify the superintendent's office and your OPs VP of the situation. The superintendent and the OPs VP will be responsible for notifying appropriate personnel at the District and at Edison Schools.
- H. By radio, confirm the name of the injured student, physical condition, and the identity of the assailant, if known.
- I. ERT and Teachers will implement **Code Red** procedures.

**NOTE:** The AIC, does not, repeat, does not go to the scene of the crime. A crisis is an event that requires management. The AIC must be the manager. There are a number of activities that need to be coordinated during a crisis, and the AIC must perform these tasks.

### **Phase 2: The Next Fifty Minutes**

- A. The ERT members have assumed their pre-designated area of responsibilities:
  - 1. Site coordinator has responded to scene and secured same until police/medics arrive.
  - 2. Police/fire coordinator has responded to front of school (or closest entrance to injured) to await arrival of the police/medical units.
  - 3. Sweep Team coordinator has divided responding adults into teams, and they are checking the school and picking up the Code Red Attendance Sheets from each classroom. ***Tip:*** Color code your floor plan. Put sweep team responsibilities on the back of the floor plan. Distribute the color-coded sweep team layout along with the identifying armband.
  - 4. Media coordinator is prepared to meet the press and deal with their needs.

5. Parent coordinator is preparing for the arrival of parents and has identified a location in which they can wait.
  6. The Recorder (typically the school secretary) has taken the appropriate notes and has made the necessary telephone notifications.
- B. Notification is made to the parents or guardian of the injured child and the parents or guardians of the witness.
- C. The Code Red Attendance Sheets are being complied by the attendance officer. This information will be provided to the police if necessary. Remember to check these sheets with the visitor's log and the early release log.
- D. Assuming the injured child will be transported to the hospital, a staff person (someone the child knows) will accompany the child to the hospital. Keep the school nurse on campus. There may be a greater need for his or her services at school. The adult accompanying the child has three tasks to perform:
1. Be supportive and calming to the injured student.
  2. Be the AIC's representative when the parent(s) or guardian(s) arrive at the hospital.
  3. Be resourceful in obtaining accurate medical information on the injured child.
- E. The AIC meets with the police for a briefing on the status of their investigation. School will render whatever assistance is required to accommodate the police investigation. If a student suspect has been identified, the AIC will have that student's parents notified.
- F. The superintendent and OPs VP will be provided with an update on the situation.
- G. No child will be released to a parent or guardian while a **Code Red** is in effect.

### Phase 3: The Remainder of the Day

- A. The AIC, after consultation with the investigating officer, will stand down from the Code Red. This is best accomplished by announcing to the school an **All Clear** signal.
- B. At this time, any adjustment to the bell schedule will be announced.
- C. With the assistance of the OPs VP, the AIC has prepared a written news release. This statement should be written and reviewed by someone other than the AIC. *A good rule to follow is to let the police handle any questions about the actual crime, and the AIC deals with what the school did in response to the incident and what will occur for the rest of the day and on subsequent days.* Inflammatory words, such as **stabbed, attacked, knifed** and so forth, should not be used.

In this particular case, the press statement might sound like this:

“At 10:15 this morning, we were notified that a 15-year-old 10<sup>th</sup> grade female student had been injured in the restroom. Immediately upon notification we implemented our Emergency Response Plan. Emergency units responded to the school and provided first aid to the injured student. As part of our Emergency Plan, a Code Red was declared, which effectively held all classes until the emergency units responded to the school. The child was transported to the county hospital where she was treated and released to her parents.

As a result of this incident, we modified the remainder of the school day. I have met with my staff, and we are making arrangements for additional counseling staff to be on campus tomorrow. Additionally, there will be a meeting for concerned parents tomorrow evening at 7:30, here at the school.”

The key is to stick to the facts and do not allow yourself to be dragged into responding to hypothetical questions.

- D. The superintendent and OPs VP is provided with a detailed briefing on the entire event.

**NOTE:** In some school districts, the superintendent of schools will very likely respond to the scene of an emergency. At all times, the AIC should be allowed to continue managing the crisis. The superintendent’s role is to make sure no one interferes with the orderly operation and to see that additional resources are provided at the appropriate time.

- E. ERT members will be dispatched to individual classrooms to advise students and staff as to what has occurred.
- F. The Sweep Team members will be utilized to bring children from the classroom to parents who insist on taking their child(ren) home. Parents will be required to sign for their children before they are released.

- G. AIC meets with ERT members for a quick briefing on how things went. This will also offer the AIC an opportunity to gather facts he or she might not be aware of prior to the staff meeting.
- H. If time permits, a statement (perhaps simply a copy of the press release) needs to be prepared to be sent home with the students.
- I. Whenever a Code Red is declared, an emergency staff meeting will be held at the end of the school day. At this meeting, the staff should be briefed on the nature of the emergency, the status of the police investigation, the physical condition of the injured student, and what they can expect the next day. Be prepared to answer their questions. Of great concern is not only what happened but why it happened.
- J. Following this meeting, it is time to visit the injured child and her family.
- K. As the last order of business for the day, check with the police for an update on their investigation. The longer the case remains a mystery, the higher the feelings of anxiety will be for both students and staff.

#### **Phase 4: Subsequent Days**

- A. The morning following the incident, meet with the ERT and discuss the day's plan. Prepare a statement to be placed in each staff member's mailbox setting forth all the latest facts as well as any changes to the current day's schedule. If counseling is needed, information on how and where it will be available needs to be provided to staff.
- B. Be prepared to respond to parent inquiries and additional coverage from the media.
- C. Prepare for the parent meeting that will be held that evening. The ERT should be present, as well as the superintendent, Edison representatives, police representative and some fellow school principals. There is a need to rally around the flag and be supportive of one another.

How long Phase 4 lasts will depend upon a number of variables. The seriousness of the event, the amount of media coverage the event receives, the community's reaction, the political ramifications this event might have caused, how your handling of the initial crisis is viewed, how your staff and students reacted to the event, and what measures you have taken to bring closure to the crisis, will all determine the longevity of Phase 4.

#### **Closure**

Every principal who has experienced a major crisis agrees that bringing closure to the event may prove to be the most challenging aspect of dealing with a crisis. There will be no shortage of suggestions on what might have been an appropriate response to the event. The problem is that each crisis has an emotional component to it that needs to be recognized and addressed. Your students and staff will need time to grieve, to express their sense of loss, and to deal with their

fears and anxieties. Remember, whatever you are willing to do for the most popular student/staff member, you must be willing to do for the least popular.

These emotional needs might be expressed days, sometimes weeks, and even months after the event. Schools are very good at providing counseling services following an event. Watching for signs of emotional distress that will require a referral for additional counseling is important.

Do not overlook the need for counseling for administrators after dealing with an emotionally charged event. It is quite common for a school administrator to deny these needs and hunker down and carry additional burdens. Give yourself a break. You are human, and you need to acknowledge your personal needs.

## **Format of the Emergency Management Plan**

A sample Emergency Management Plan has been provided in Section 3. All of the pertinent information a plan should contain has been included. Use it as a starting point and modify the plan to fit your particular school's needs.

On the back cover of your plan, include a floor plan of your school. On this diagram identify the location of your Primary Command Center and your Secondary Command Center. You will need to identify a Secondary Command Center in case your primary one is not available. In considering a Secondary Command Center, it should be a room with a telephone, accessible from the outside without having to enter through the main door of the school, and large enough to house the ERT.

In addition to identifying Command Centers, the location of every phone in the school needs to be noted on the diagram. Finally, note the location of shut-off switches/valves/controls for electrical service, gas, oil, and water. The actual devices should be color-coded so that someone other than the building engineer will be able to shut the system down if required.

## **How Do You Know Your Emergency Management Plan Works?**

In order to ensure the effectiveness of the plan and evaluate staff preparedness, a Code Red should be practiced at least two times a year. One drill should take place while the principal is present in the building. The second drill should be called in by the principal when he/she is not on site. This is the only way to know if the plan works and if the staff can perform without the principal. At this time you detect any weaknesses in the plan and adjust it accordingly. See sample drills in Section 5.

# **Emergency Response Kit**

## **The Emergency Response Kit Should Contain**

- This document
- Portable telephone
- Flashlight
- Stick on name tags
- Marking pens
- Hand-held radio
- First aid supplies
- Whistle
- Master keys
- Class lists
- Rubber gloves
- Blank Notebook
- List of Staff
- Emergency Contact List
- Disposable camera with flash
- Duct tape
- Bullhorn

This kit should be kept in the Primary Command Center in a location that is known to the members of the Emergency Response Team.



# Emergency Response Kit Order Form

The following items can be ordered from the NYO. Please complete the form and send to Brian Bugge for processing. Fax form to 212.419.1868 or email [bbugge@edisonschools.com](mailto:bbugge@edisonschools.com).

ITEM	COST PER ITEM	QUANTITY	TOTAL COST
Emergency Response Kit Bag	\$15.40		
Flashlight	\$6.30		
Name tags			
Marking Pens	\$0.90		
First Aid Supplies			
Whistle	\$1.70		
Rubber Gloves			
Disposable Camera with Flash	\$10.00		
Duct Tape			
Bullhorn	\$22.50		
Total			
Name:			
School Name:			

**NOTE:** All of these emergency response kit items, as well as other safety items, can be ordered through the Safety Store, available on the risk management home page of the Common, Edison's internal network.

## SECTION 3:

### Code Red – No Respond

**A verbal command – no one moves in the school until the police arrive on the scene**

**This situation involves one of the three conditions:**

- a. gunman in the school**
- b. shots being fired**
- c. a hostage situation**

# **Armed Intruder/Hostage Situation/Shots Fired**

## **General Procedures**

1. Assess the situation and remain calm.
2. Notify the Administrator-in-Charge of situation and call 911.
3. Obtain accurate information:
  - Where in the building is the event occurring?
  - How many are involved (both perpetrators and hostages)?
  - What demands, if any, have been made?
4. Render appropriate assistance.

## **AIC Responsibilities**

1. Direct 911 to be called.
2. Declare a Code Red – No Respond.
3. Isolate the area.
4. Direct all appropriate notifications be made.
5. Await the arrival of the police, and provide needed assistance.
6. If the decision is made to evacuate the unaffected portion of the school, accountability for all evacuated students and staff becomes a critical issue.
7. **Remember that the job of resolving the incident belongs to the police. The AIC's job is to facilitate their efforts.**

## **Teacher/Staff Responsibilities**

1. If directly involved, follow the instructions of the intruder.
2. Attempt to summon help if it can be accomplished without placing yourself or others in further danger.
3. Await the arrival of the police.
4. Remember, time is on your side. Don't threaten or attempt to intimidate or disarm the intruder.
5. If students are involved as victims, attempt to keep them calm and minimize their involvement with the intruder.
6. If not directly involved, follow instructions quickly and without comment.
7. When notified of the Code Red, follow established procedures.
8. Be able to account for all students under your control.

## SECTION 4:

### Code Red – Respond

**A verbal command that activates the  
Emergency Response Team**

## **Assault on Staff Member by Student**

### **General Procedures**

1. Provide medical attention for staff member.
2. Notify office and administration.
3. Determine if the victim wishes to make a police report of the incident. If a weapon was involved or the injury required more than minor first aid, the police must be called.
4. Complete intentional assault (where the student has attacked the staff member with intent to cause physical injury) or reckless assault (where the student has inadvertently struck a faculty member without personal regard) forms as appropriate.
5. Complete workman's compensation in the insurance database if staff member is injured.
6. Take statements and interview witnesses and contact the Edison General Counsel's office to consider depositions if the situation warrants.
7. Inform the student's parents or guardian.
8. Assess the need for disciplinary action.
9. Inform the District or Board President and Edison Vice President.
10. Prepare for media coverage.

# **Bomb Threats**

## **General Procedures**

1. Evacuation route should be posted in every classroom.
2. Use checklist (in the appendix) to record information about telephone bomb threats. Listen to the message without interrupting the caller. Write down the message, noting time of call, unusual background noises, and estimated age of caller, and try to keep the caller talking. Attempt to ascertain from the caller the type of bomb, where placed, time of detonation, and reason school has been targeted.
3. After caller has concluded his or her threat, hang up and immediately lift the receiver and press \*69 (call trace).
4. If school has caller ID, note the number from which call was made.
5. Notify Main Office/Building Administration.
6. If threat is written, place it in an envelope or plastic bag.
7. Notify the District or Board President, Edison Operations Vice President and Brian Bugge (212.419.1671).
8. Prepare media statement and flyer to inform parents.

## **AIC Responsibilities**

1. Evaluate the bomb threat and determine if building evacuation is necessary (in some jurisdictions it is mandated that schools will be evacuated every time a threat is received).
2. If threat is deemed valid:
  - Call 911 – advise building is being evacuated because of a bomb threat.
  - Activate ERT.
  - Turn off bell system.
  - Don't use PA system.
  - Turn off all two-way radios.

**NOTE: Do not utilize the fire alarm system to evacuate the building.**
3. Dispatch ERT to notify each classroom of the need to evacuate the school. While completing this task, conduct a limited search of common areas of the school.
4. In consultation with police/fire officials, determine when it is safe to reenter the school.

## **Teacher/Staff Responsibilities**

1. Upon receipt of notification to evacuate the school, conduct a limited search of classrooms to determine if any strange or unknown objects are in the room.
2. Proceed to pre-designated evacuation point with class roll book.
3. Maintain control of students and advise ERT of any missing children.
4. Do not reenter the building until directed to do so by an ERT member or someone in authority.

## **Device Found**

Upon discovery of a suspicious device, immediately send word to the AIC. If the device is found in a classroom with students, immediately, but in an orderly manner, evacuate the classroom. **UNDER NO CONDITION ATTEMPT TO TOUCH OR MOVE THE DEVICE.**

## **AIC Responsibilities**

1. Upon notification of a device found:
  - Call 911 – advise building is being evacuated because a suspected bomb has been discovered. If possible, give a description of the device.
  - Activate the ERT.
  - Turn off the bell system.
  - Turn off all two-way radios.
  - **Do not use the fire alarm system to evacuate the building.**
2. Dispatch ERT to begin the evacuation process. The order of evacuation should be:
  - Classroom in which the device is located.
  - Classrooms on either side of, across the hall from, that back up to, or are directly above or below the classroom containing the device. Continue increasing the size of the evacuation until all students and staff are at a safe distance.
3. The evacuation must be conducted in an orderly and controlled manner so as not to create an unstable environment which may exacerbate the situation.
4. In consultation with police/fire/bomb disposal officials, determine when it is safe to reenter the building.

### **Teacher/Staff Responsibilities**

1. Upon receipt of notification to evacuate the classroom, proceed to pre-designated evacuation location with class roll book.
2. Maintain control of students and advise ERT of any missing or unaccounted for students.
3. Do not enter the school until directed to do so by an ERT or police/fire authority.

## **Bomb Threat Checklist**

**LISTEN!! Do Not Interrupt the Caller!!**

Where is the bomb planted? \_\_\_\_\_

When will it go off? Hour \_\_\_\_\_ Time Left \_\_\_\_\_

Who is calling? \_\_\_\_\_

Did the caller appear to be familiar with the area or the building?

Identity of Caller:      \*Male      \* Female      Estimated Age \_\_\_\_\_

## Voice Characteristics:

Loud	Soft	High Pitched	Low Pitched
Raspy	Clear	Intoxicated	

## Speech:

Slow	Fast	Distinct	Distorted
Stutter	Slurred	Nasal	

## Accent:

Local	Not Local
-------	-----------

### Language:

Excellent	Good	Fair	Poor	Foul
-----------	------	------	------	------

### Manner:

Calm	Angry	Rational	Irrational
------	-------	----------	------------

## Background Noise:

Inside	Outside	Street Noises	Airplanes	Quiet
Voices	Party	Animals	Office Machines	

Factory machines

**Write the message exactly as the Caller said it.**

Person completing this form: \_\_\_\_\_



## **Civil Disturbance**

Civil disturbances such as a public or a student demonstration on school grounds having the potential to injure staff or students, damage property or disrupt instruction are grounds to put the following procedures in action.

### **General Procedures**

1. Contact office and administrators when a civil disturbance is observed.
2. Call security or 911 if warranted.
3. Assess the danger of the disturbance and issue a code red if necessary.
4. Prepare a flyer to inform parents of the incident.
5. Inform the District or Board President, Edison Operations Vice President and Brian Bugge (212.419.1671).

# Death of a Student/Staff Member

## **General Procedures**

If not occurring on school property:

1. Upon notification of death, arrange for an emergency staff meeting where procedures will be reviewed and current information be provided.
2. Arrange for counseling services for students and staff.
3. Prepare a notice to be sent home to parents with particulars regarding any arrangements that may have been decided by the family of the deceased.

If occurring during the school day, on school property, follow the Code Red procedures and treat the event as a criminal act.

## **AIC Responsibilities**

1. Call a meeting of ERT to formulate the school's response to the notice.
2. Activate the telephone tree to school staff if notification is received after school hours or during non-school days.
3. Contact family/friends of the deceased to offer support and obtain information regarding arrangements.
4. Arrange for appropriate counseling services.
5. Update information to staff and parents as it becomes available.
6. Work with family(ies) on funeral/memorial plans.
7. If the student or staff member had personal property in school, secure the property, including locker contents, until authorized to release same to family or relative.

## **Teacher/Staff Responsibilities**

1. Keep informed of plans and procedures that may be implemented in response to the death.
2. Be observant of students' and fellow staff members' reaction to news. If required, refer the person(s) to counseling.
3. Do not deny your own emotional response to this situation, and seek appropriate help.
4. Assist in bringing closure to the event.

# **Disruptive Student**

## **General Procedures**

1. At the beginning of each school year, every teacher is to develop a “Clear the Room” procedure. This procedure includes step-by-step instructions of what to do should a student begin to throw things or attack other students or staff.
2. “Clear the Room” procedures should state to which teacher the students should report.
3. The receiving teacher will notify the office immediately.
4. The teacher must stay with the disruptive student until assistance arrives.
5. Students will not return to their classroom until notified by the sending teacher.

## **AIC Responsibilities**

1. Respond to the classroom as soon as possible.
2. Assist the teacher with the student.
3. Involve other staff as necessary.
4. Call 911 if situation does not abate.
5. Review each plan and require that the plan be practiced so that students will know what to do.

## **Teacher/Staff Responsibilities**

1. In concert with receiving teachers, develop the “Clear the Room” plan.
2. Develop an alternative plan for when receiving teacher is not in the room.
3. Instruct students as to their roles if plan is implemented.
4. Stay with the out-of-control student.

# **Explosion**

## **General Procedures**

1. Upon the sounding of a fire alarm, everyone in the school should leave the building in a calm, orderly manner with classes led by teachers.
2. Any students separated from their classes should be incorporated into any adult-led group.
3. Follow the evacuation routes established in the fire drill plan. Wait at least 300 feet from the building.
4. Staff without classes should monitor crosswalks or other posts to locate children that may have been separated from adult supervisors.
5. Teachers should have class rosters so that each student can be accounted for once evacuation is completed. Names of any students unaccounted for or students that have joined groups other than their own classes in the evacuation process should immediately be given to the AIC.
6. The AIC should formulate a list of students that could still be in danger with the assistance of other administrators or staff.

## **Hazardous Material Spill**

Hazardous substances include chemicals, asbestos, mercury (from thermometer), gasoline or oil, and burned-out/leaking ballast.

### **General Procedures**

1. Contact the main office and administration about the spill.
2. Notify the custodial staff of the spill.
3. Evacuate and close off the area of the spill.
4. Assess the need for medical attention for anyone exposed to the hazardous fluids and call
5. the school nurse or 911 officials to the location of the spill if necessary.
6. Record the names and personal information of any persons exposed to the spill.
7. Call the Environmental Health and Safety Office in your area or other appropriate local agencies.
8. Notify the District or Board President, Edison Operations Vice President and Brian Bugee (212.419.1671).
9. Assess the need to inform parents about the spill and prepare a media statement if warranted.

# **Kidnapping or Missing Student**

## **General Procedures**

1. Upon discovering that a child is missing or abducted, immediately inform school administration. Obtain a detailed description of abductor, including physical appearance, type and color of clothing, and make, model, color and license number of any vehicle used in the abduction. Also obtain a detailed description of clothing, and the time and location when the child was last seen.
2. Treat custody dispute cases as possible kidnapping situations.
3. Consider generating an informational flyer to parents about the dangers of abduction, especially if the incident took place en route to school.
4. Consider increasing school security or its structure.
5. Inform the School District, Board President, Edison Operations Vice President and Brian Bugge (212.419.1671).

## **AIC Responsibilities**

### **Abduction**

1. Call 911 and advise of the abduction.
2. Provide the 911 operator with a description of vehicle with license plate number, if known.
3. Notify custodial parent.
4. Provide support services as needed.
5. If this abduction was witnessed by other students, notify their parents, as the children will be upset.
6. Brief ERT on the situation and arrange for counseling for the next day.

### **Missing Student**

1. Conduct an immediate search of school and school grounds. The extent of the search will depend upon the age, emotional stability, and past history of the student.
2. Call 911 and parents of missing student.
3. Check student's locker and desk for any indication of why incident occurred.
4. Interview student's friends for information.

## **Teacher/Staff Responsibilities**

### **Abduction**

1. If abduction occurs while class is in session, attempt to persuade the abductor not to commit the act.
2. If unsuccessful in persuading the adult not to carry out the abduction, do not place yourself or other children in harm's way.
3. Immediately notify the office and provide as many details as possible.
4. Maintain control of remaining students.

### **Missing Student**

1. Immediately notify the office when advised that a student is missing.
2. Assist AIC with questioning of friends and fellow classmates as to why student is missing.

3. Maintain control of remaining students.

## **Spilled Bodily Fluids**

Spilled body fluids have the potential to infect people with Hepatitis B, HIV or other serious illnesses. School custodians should be familiar with safe clean-up procedures.

### **General Procedures**

1. Contact the main office and locate a custodian for clean up.
2. Assess the need for medical help for the victim.
3. Wear disposable latex gloves and avoid getting spilled body fluids in your eyes, mouth, or open sores when assisting the victim.
4. After providing assistance to the victim, be sure to wash hands and arms with soap and water when latex gloves are removed.
5. If any students have been exposed to the victim's bodily fluids, send them to the school nurse for examination and care.
6. The custodial staff should take special care in cleaning the body fluid spill. Use a germicidal disinfectant.
7. Place contaminated fluids and clean-up materials in plastic bags, seal bags and place in a plastic-lined garbage container specially labeled for biohazard precautions.



# **Student With a Gun**

## **General Procedures**

**IF THE STUDENT IS DISPLAYING A GUN IN A MENACING MANNER, TREAT THE INCIDENT AS A HOSTAGE/ARMED INTRUDER EVENT. IN ALL OTHER SITUATIONS:**

1. Notify the AIC.
2. Assess information
3. Keep calm until assistance arrives.
4. Contact parents of the student(s) in possession of another weapon (or toy).
5. Inform the District or Board President, Edison Operations Vice President and Brian Bugge (212.419.1671).

## **AIC Responsibilities**

1. Call police for assistance. It is not recommended to call 911 because of the response of media and parents.
2. Respond to the scene and make an assessment of the situation. If use of the weapon is not being threatened, time is on the AIC's side.
3. Attempt to isolate the student. If this cannot be accomplished under existing conditions (i.e. student is in a place surrounded by other students), keep student under surveillance until he or she can be safely isolated.
4. Once student has been isolated, disarm the student.
5. Turn all weapons over to the police.

## **Teacher/Staff Responsibilities**

1. Upon being made aware of the presence of a gun in school, notify the AIC.
2. Under no conditions should a teacher or staff member attempt to confront or to disarm the student.
3. As long as the gun is not being displayed and no one is being threatened, time is on the AIC's side.
4. If this event is occurring in a classroom, and time permits (at least ten minutes before classes change), send a message to the teacher next door.
5. Meet the responding administrator at the door and advise him or her who the student is, where seated, and current behavior of the student.
6. If there is less than ten minutes before classes change, wait until just before the bell is to ring and ask the student to remain in class to assist you with carrying something to the office.
7. If #6 is not successful and the bell rings to change class, immediately tell the teacher next to your classroom of the situation and follow the student to their next class.

# **Suicide or Suicide Threat or Attempt**

## **General Procedures**

1. Always assume the victim is alive!
2. Administer emergency first aid.
3. Notify the AIC.
4. Stay with the victim until help arrives.
5. Limit access to immediate area until police arrive (treat as a crime scene).
6. Prepare an informational flyer for parents of the students in the victim's class.
7. Notify the District or Board President, Edison Operations Vice President and Brian Bugge (212.419.1671).

## **AIC Responsibilities**

### **Actual**

1. Assess the situation.
2. Direct that 911 be called.
3. Declare a Code Red – Respond.
4. Direct that appropriate notifications are made.
5. Isolate all witnesses; if they are students, notify their parents.
6. Direct that personal property of the victim be secured. This includes items in classroom and in locker.
7. If victim has siblings in your school, bring them to a secure area until their parents arrive at the school.
8. If victim has siblings in other area schools, notify their administrators.
9. Be prepared to deal with media.
10. Arrange for counselors for students and staff.
11. Make contact with parents of deceased student.

### **Attempted**

1. Assess situation.
2. Direct that appropriate notifications be made.
3. If required, call 911.
4. Deal with siblings as set forth above.
5. If Code Red was not called, hold an emergency staff meeting at close of school to brief staff.
6. Arrange for additional counselors if needed.

## **Teacher/Staff Responsibilities**

### **Actual/Attempted**

1. Immediately notify the AIC.
2. Administer first aid/CPR (if knowledgeable).
3. Secure the area until an administrator arrives on the scene.
4. Once relieved, teacher responds to his or her classroom and maintains order.

### **Rumors**

1. Treat all verbal and written threats as a serious matter.
2. Immediately notify the AIC about the information.
3. Assist in the evaluation of the threat with other staff.

# Trespasser in Building

## General Procedures

1. Upon recognizing that an unauthorized visitor has entered the school, notify the police of the situation and issue a Code Red to the school over the P.A. system.
2. Teachers should recall students in halls, lock doors, and remain with their classes at all times.
3. An administrator should locate the trespasser and treat them as if they are simply a visitor who has failed to register in the office and kindly invite them to do so.
4. If the trespasser refuses to register in the office and flees the scene instead, obtain an accurate description and inform the police.
5. When the trespasser has registered in the office, has fled or been escorted from the scene, make a P.A. announcement that the Code Red situation has ended.
6. Notify the District or Board President, Edison Operations Vice President and Brian Bugge (212.419.1671).
7. Prepare for possible media coverage.
8. Consider formulating an informational flyer for parents.

## SECTION 5:

### Other Emergencies Not Requiring a Code Red

# **Bus Accidents**

## **General Procedures**

1. Upon learning of an accident, obtain the bus number, location and time of accident, number of injuries sustained, whether police/fire/ambulance is on the scene, and the location of all injured parties from the person notifying the administration or other school employee.
2. Notify the AIC.

## **AIC Responsibilities**

1. Dispatch ERT to accident scene with Emergency Response Kit.
2. Notify the District or Board President, Edison Operations Vice President and Paul Stasz (212.419.1668).
3. Notify transportation supervisor and arrange for additional buses, if required.
4. Obtain list of students who were on the bus and have their emergency notification cards pulled.
5. Determine if siblings of bus-riding students are still at school. Assemble these students and advise them of the accident and make them available for parent pick up.
6. When advised by ERT on scene of current status, direct appropriate notifications to be made.
7. If appropriate, respond to the hospital.

## **Responsibilities of Staff Person Riding on Bus**

1. Assess the situation and call 911 if appropriate.
2. If danger of fire or if vehicle is in a precarious position, evacuate the bus and direct students to a safe location.
3. Have older students assist younger students.
4. Notify the school of the accident and the extent of the injuries.
5. Keep children under control. Have adults in area assist with tasks.
6. If students are transported to hospitals, determine which student(s) are going to which hospitals.

## **Responsibilities of ERT Responding to the Scene**

1. Assess the current situation and advise the AIC.
2. Assist in the movement and/or control of non-injured students.
3. If parents arrive on the scene and wish to remove their child/children, record this information.
4. Designated ERT respond to the hospital(s) and provide support to injured students and their parents. Keep the AIC updated on all medical conditions of students and staff.
5. Designated ERT member handles media inquiries at the accident scene. The hospital spokesperson will handle any inquiries regarding treatment of injured students.
6. Provide parent contact information to hospital if needed. Call parents from school in the case of uninjured students.
7. Returning uninjured students should be examined by the school nurse, school counselor or social worker, provided with breakfast or snack as appropriate, and be given the option of returning home for the day.

8. Secure copy of police report.
9. Prepare for possible media focus.
10. Create informational flyer to inform parents of accident.

## **Child Does Not Arrive Home**

(within a reasonable time)

### **General Procedures**

1. If the school learns that a child has not arrived home from school in a reasonable amount of time, contact the child's last classroom teacher of the day to find out the child's normal end-of-day habits.
2. Notify the police and request that they commence an investigation into the situation if the child has been missing for an extended period of time.
3. Organize the child's teachers, friends, and companions for interview with the police.
4. Attempt to locate the last person to see the child.
5. Send a school representative (preferably the student support manager/school counselor) to the child's family home to comfort his or her parents and relatives.
6. Work cooperatively with the authorities to assist in locating the child.
7. Prepare a media statement.
8. Compose a flyer informing parents.
9. Inform your District or Board President, Edison Operations Vice President and Brian Bugge (212.419.1671).

## **Critical Condition/Hospital Treatment**

### **General Procedures**

1. If a child becomes in need of immediate hospital treatment at your school, notify the office as to the person's location and condition, but stay with the victim.
2. Call 911.
3. Secure medical help available in the school (school nurse and CPR providers).
4. Evacuate any students who may be present and secure adult support.
5. When help with the victim is secured, the teacher helping the victim should rejoin her or his class.
6. The person accompanying the child to the hospital should take the medical emergency form kept in the office.
7. Review the student's health file kept in the nurse's office for pertinent information such as drug allergies, last tetanus shot, and medications taken. Relay this information to the hospital.
8. Notify the victim's family.
9. Consider composing a flyer to inform parents of the incident.
10. Notify the District or Board President, Edison Operations Vice President and Paul Stasz (212.419.1668).
11. Arrange for counseling sessions with witnesses as necessary.



# **Electrical Failure**

## **General Procedures**

1. Communicate with school administration when a power failure in any part of the school building is observed.
2. Inform the custodial and security staff of the situation.
3. Check elevators affected by the outage for stranded occupants. If there are stranded elevator passengers, a staff member should be assigned to stand outside on the nearest floor to facilitate communication with the person(s) inside.
4. Assess need for further assistance.
5. Consider the need for evacuation or early dismissal of the school on the basis of the time it will take to restore power to windowless areas, heat or air conditioning, meal preparation facilities, and water services in rural areas.
6. Should the school be without electricity for an extended period, contact your District or Board President and your Edison Operations Vice President.

# **Evacuation of Disabled Students**

## **General Procedures**

An individual plan should be formulated for each disabled student in your school who requires assistance during an evacuation due to physical, cognitive, or emotional/behavioral needs. This plan should be reviewed with all staff directly involved with the student, including (but not limited to) the school nurse, classroom and special teachers, and all adults assigned to aid disabled students in an emergency requiring evacuation.

Options include:

1. Overriding discontinuance of elevator (physical disability).
2. Carrying student (physical disability).
3. Adult and student waiting for fire department in prearranged area (physical disability)
4. Staff person assigned to specific student(s) to assist student during an evacuation.

When developing your individual plans for disabled students, consultation with the fire department is strongly advised.

## **Forced Entry/Theft of School Property**

### **General Procedures**

1. If evidence of forced entry or theft is seen, notify the main office first.
2. Notify security and 911.
3. If the crime is in progress, do not confront the perpetrator and avoid being noticed. Instead, attempt to collect a physical description and a license plate number of any vehicle the perpetrator may be using. Watch the direction in which the criminal flees.
4. Secure the crime scene. Prevent others from entering, and do not disturb possible fingerprints, shoe, or tire impressions.
5. Notify staff to increase security measures.
6. Notify the District or Board President, Edison Operations Vice President and Brian Bugge (212.419.1671).
7. Prepare a list of missing items with serial numbers, make, model, and estimated cost.
8. Organize all witnesses for police interviews and be as helpful as possible to the authorities.
9. Obtain a copy of the police report.
10. Prepare a media statement and to ease the worries of parents, draft an informational flyer.

## SECTION 6:

### Crisis Communications & Incident Reporting Guidelines

# **Crisis Communication Guidelines**

A crisis that takes place at a school impacts the entire community and is likely to draw media attention. Ineffective handling of a crisis can endanger the welfare of all involved and negatively impact Edison's public image with parents, teachers, school boards and communities. Each Emergency Response Team must be prepared to deal with the media on site and create press statements for release to the public. In addition, Edison marketing and communications and school operations divisions need to be apprised of any serious crisis situation that occurs.

## **Notification**

When a crisis occurs on site, key people at Edison headquarters must be made aware of the situation. Principals, or their designees, must contact their regional vice president as soon as the situation is secure. At Edison headquarters the points of contact are Martha Olson, District, Joe Keeney, Charter Partnerships, Brian Bugge, School Safety & Paul Stasz, Risk Management.

## **Who Should Communicate?**

A member of the Emergency Response Team will be appointed as the Media Coordinator. This person will assist the AIC in the preparation of a news statement for release to the public. On site the Media Coordinator will meet with the press and arrange for their needs. If possible, there should be a pre-designated area where the media can work and/or hold news conferences. The Media Coordinator will also be responsible for recording duties, noting when notification of the Emergency Response Team took place and what other parties were notified. They will maintain a log of the sequence of events as they unfold. The Media Coordinator will ensure that the person who is answering the phones at the school has a prepared statement to read as well as a prepared notice for staff and parents.

## **What Should Be Communicated?**

Once verification of the crisis has taken place, a formal statement including minimal details, can be prepared for release to the entire school, indicating that more information will be forthcoming. The AIC and the entire Emergency Response Team should review this statement before it is released. Avoid using inflammatory words and phrases. A copy of this statement must be provided to staff members handling phone inquiries.

## **General Guidelines for Dealing With the Media**

1. Convey the message that immediate and appropriate actions are being taken to investigate and address the situation.
2. Information should be as up to date and complete as possible, focusing on the school's response to the situation and any changes in the school schedule for the following day.
3. The primary concern is for the safety and welfare of the students and staff.
4. The police or local authorities should address questions about the specifics of any crime.
5. Do not release the names of any students.
6. Do not be defensive or argumentative.
7. Do not confirm or deny statements from the media.
8. Do not give more information than is necessary.
9. Do not delay in responding to the media.

## **When Should Communication Happen?**

Communication with Edison operations and marketing and communications should occur as soon as possible after the safety of the students and staff has been secured. Communication with outside sources should occur once verification of the crisis has taken place and the Emergency Management Team has been assembled and briefed.

## **Edison Schools Inc Phone Tree**

### **Joe Keeney**

President of Charter School Partnerships  
(212) 419-1652

### **Martha Olson**

President of District Partnership Schools  
(212) 419-1657

### **David Graff**

General Counsel  
(212) 419-1732  
(917) 324-5460

### **Adam Tucker**

Marketing & Communications  
(212) 419-1600

### **Paul Stasz**

VP, Risk Management  
(212) 419-1668

### **Bill Glenn**

Insurance Agent  
(865) 583 - 3724

## **Incident Reporting Guidelines**

Use the following guidelines for reporting and documenting incidents that occur at your school. In any crisis situation contact the appropriate emergency agencies first and follow the procedures described in your Crisis Management Plan. In non-crisis situations notify the appropriate parties via phone or fax within 24 hours after an incident occurs.

*Any incident that involves a violation of state or federal law must be reported to the police.*

## **Type of Incident**

Assault on Staff Member  
Bomb Threats  
Child Does Not Arrive Home (after reasonable time)  
Child Not Picked Up  
Civil Disturbance  
Death of a Student/Staff Member  
Disciplinary Action Resulting in Expulsion  
Fire or Explosion  
Forced Entry/Theft of School Property  
Hostage/Armed Intruder  
Kidnapping/Missing Student  
Natural/Environmental Disasters

- Tornadoes, Earthquakes, Gas Leaks,
- Toxic Spills, Electrical Storms
- Severe Weather Condition

Possession of Drugs  
Report of Gun/Weapon in building  
School Bus Accidents  
Shooting/Stabbing/Extreme Violence  
Suicide – Actual/Attempted  
Trespasser  
Unlawful Conduct

## **Report To**

**ALL PARTIES**  
**PS, SD, VP, MC, RM, WC**  
**P, SD, RM**  
**P, RM**  
**P, SD, MC, RM, WC**  
**P, MC, SD, RM, WC**  
**VP, SD, RM**  
**P, SD, MC, RM, WC**  
**P, VP, RM, WC**  
**ALL PARTIES**  
**ALL PARTIES**  
**P, VP, SD, RM, WC**

**P, SD, RM**  
**VP, SD, RM**  
**ALL PARTIES**  
**P, SD, MC, RM, WC**  
**P, SD, MC, RM, WC**  
**P, RM**  
**P, VP, SD, RM**

## **Codes**

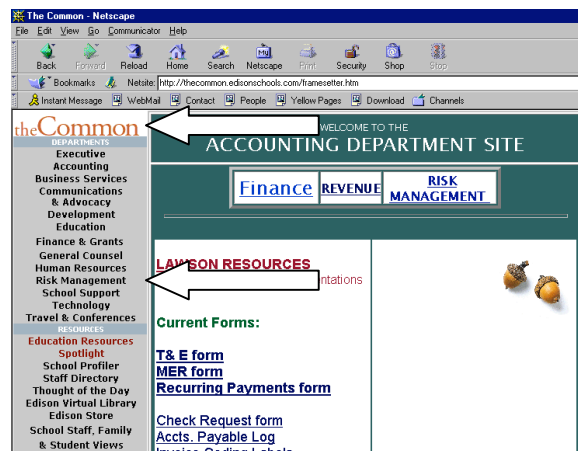
Willis Corroon (WC)  
School District (SD)  
Edison Schools Vice President (VP)  
Police/Local Emergency Authorities (P)  
Edison Marketing & Communications (MC)  
Child Protective Services (PS)  
Edison Risk Management (RM)

# Reporting and Forms

## Edison Risk Management

All incidents and claims reported to Edison Risk Management must be reported using the Insurance Database. All incidents must be reported within 24 hours.

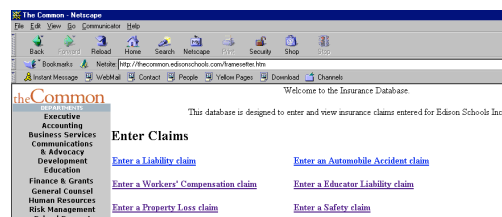
The insurance database is located on the Risk Management Web Page on the Common. Anyone at the school can enter a claim into the database, but you need a password to view existing claims. All principals and BSMs are issued passwords. Additional passwords can be issued at the principals' requests. The BSMs are responsible for submitting all claims into the database, but the following positions should have a working knowledge of the process: Principal, Academy Director, Nurse and UST.



Risk Management Web Page. Click on the insurance database.



The following types of claims can be entered into the database:





**Liability Claims:** Incidents involving injury or death to a student, parent, volunteer or member of the public. This form must be completed for all accidents that involve head injuries.

**Workers Compensation Claims:** Incidents involving an Edison employee who is injured on the job.

**Property Loss Claims:** Incidents when Edison's property is damaged or stolen.

**Automobile Accident Claims:** Incidents involving an automobile accident with Edison employees, students or members of the public.

**ELL Claims:** Incidents involving employment practices and failure to educate claims.

**Safety Claims:** Incidents involving Code Red responses.

Contact Jerry Diaz at 212.419.1740 if you have any additional questions regarding the insurance database.

## **All Other Parties**

Your school district may have specific forms that must be completed. Records of any incidents must also be kept on file at your site. Any district, local or other applicable regulations pertaining to reporting incidents should supersede these recommendations. Independent Charter Principals should consult their Edison Vice President regarding reporting guidelines for Charter Board Presidents.

# SECTION 7:

## Code Red Drills

## **What Do You Do If.....?**

The key to creating a proactive school safety plan is not just creating a document that addresses a number of 'crisis' episodes, but one that prepares staff for dealing with a variety of events that can have a long-lasting and negative impact on a school. Too often, school administrators do not prepare their staff for dealing with such events. Although they themselves may have an idea as to what to do or how to respond, many teachers and support personnel have never had the opportunity to discuss how they personally would respond. Therefore, they have not identified options that are available to them should they be required to deal with an unsettling event or threat to their person.

The following are actual scenarios that have occurred in schools. The suggestions provided for dealing with each one are merely suggestions. Although administrators will have to respond to all of them, there are responses that are appropriate for teachers and support personnel. These scenarios and suggestions should be viewed as starting points for making staff meetings more informative and thought provoking. Challenge your staff to develop their own scenarios and possible solutions. It is always better when the ideas come from within and are not dictated.

**NOTE:** The strongly held belief that "it can never happen here" is one of the most difficult mindsets to overcome. So long as that belief is held by the majority of your staff, effective preparation for dealing with unwanted or threatening behaviors, or a genuine crisis, is almost impossible to achieve. Our suggestion would be to start every staff meeting with a different scenario. Get your people thinking about possible solutions to some very complex issues. The time spent on these discussions may prove to be a "life-saving" experience.

### **For Administrators**

1. You receive a phone call at 2 AM Sunday from the sheriff's office advising you that three of your students have been killed in an automobile accident. Preliminary investigation indicates that alcohol and excessive speed were factors in the accident.

#### **Suggestions:**

- ☐ Verify accuracy of call.
- ☐ Call ERT for an early morning meeting.
- ☐ Notify the superintendent and OPs VP at a reasonable time.
- ☐ Notify the teachers of the student and arrange to have a meeting with them and their classmates early Sunday afternoon
- ☐ Determine if the deceased students have siblings and notify their principals.
- ☐ Determine if any of the students had girlfriends or boyfriends and if so, whether they have been made aware of the accident.
- ☐ Activate telephone tree to notify staff of the accident and to alert them to the emergency staff meeting Monday morning.
- ☐ After meeting with ERT, visit the affected families.
- ☐ Designate an ERT member to be the liaison with each of the families.
- ☐ Direct that deceased students' personal property, located in school hall lockers and homeroom desks, be secured. Make sure that there is nothing in these personal affects that would prove to be an embarrassment to the families.
- ☐ Consider having counselors available Sunday afternoon for fellow students.
- ☐ When funeral arrangements are known, include this information during the staff meeting on Monday.
- ☐ Decide how best to deal with the students on Monday. Many will already know about the accident, but there will be others who do not.
- ☐ Initiate discussion with ERT and superintendent as to an appropriate memorial service that would allow school participation.

2. You receive a phone call at 2 AM Monday from the police department advising you that three gang members who attend your school have been killed in a drive-by shooting. The police are concerned that there may be repercussions at the school.

Suggestions:

- ☐ Verify the call and ask for detailed information.
  - ☐ Notify ERT to meet you at the school at 6:00 AM.
  - ☐ Notify superintendent and OPs VP of the event.
  - ☐ Request police presence at school in the morning.
  - ☐ Activate telephone tree to advise staff of emergency meeting before school.
  - ☐ If rival gang members attend school, arrange to meet with them when they arrive at school.
  - ☐ Determine if any of the deceased students have siblings in other schools and if so, make sure their principals are notified.
  - ☐ Assign an ERT member(s) to act as liaison between the school and the families of the deceased.
  - ☐ Arrange, before students arrive, that all personal property of the deceased is secured.
  - ☐ Arrange for counselors.
  - ☐ Many of the suggestions listed in the #1 scenario are applicable in this situation.
3. A student is found hanging from a support pipe in the boys' restroom, an apparent suicide.

Suggestions:

- ☐ Declare a Code Red – Respond.
  - ☐ Dispatch CPR and first-aid trained staff to the scene and have them administer emergency treatment.
  - ☐ Direct 911 to be called.
  - ☐ Notify the superintendent's office and OPs VP of the situation.
  - ☐ Direct ERT members to perform their assigned tasks. Special emphasis must be given to preserving the crime scene until police arrive and take control of the restroom.
  - ☐ Decide, in concert with the police, how the family is to be notified.
  - ☐ Determine if there are siblings in the school or in other schools and make the required notifications.
  - ☐ Direct that all personal property be secured and turned over to the police to aid in their investigation.
  - ☐ Follow all of the procedures that are set forth in the Code Red procedures.
  - ☐ Arrange for counseling.
4. An irate parent comes into the school office and demands to see his child. You know that the father has been barred by a court order from having access to his child. You attempt to reason with him with no success. The parent pulls a gun from his pocket and takes office staff hostage.

Suggestions:

- ☐ Try not to lose your cool.
- ☐ This is a dispute between the father and mother of the child, not you.
- ☐ Be empathetic with the father. Assure him that you see his side and can only imagine what his level of frustration and anger must be at being denied access to his child.

- ☐ Begin calling the parent by his first name.
- ☐ Offer to help him develop a solution to his problem. Offer to call the court on his behalf and to try and negotiate a compromise.
- ☐ Offer to help the father compose a letter to the court explaining his position (often the writing process helps to alleviate the anger).
- ☐ Tell him how his child is doing. Offer to get the child's record from the guidance office. This might provide an opportunity to have someone summon help.
- ☐ Try and convince him that for his child to see him so upset will have a serious impact on the child.
- ☐ If none of the above is having any positive impact, the decision will have to be made as to whether or not the child will be released to the parent.

5. A teacher comes to you and tells you there is a strange object in her classroom. You examine the object and suspect it may be a bomb.

Suggestions:

- ☐ **DO NOT PULL THE FIRE ALARM OR USE HAND-HELD RADIOS OR CELLULAR PHONES in attempting to evacuate the building.** The use of such equipment may detonate the device.
- ☐ Immediately evacuate the classroom in which the device was found.
- ☐ **Do not touch, handle, or attempt to move the device.**
- ☐ Once the children have cleared the room, evacuate the classrooms that are on either side of and across the hall from the affected room.
- ☐ Instruct one of the evacuated teachers to notify the office of the situation and have the police/fire department called.
- ☐ Instruct each teacher to notify the classroom teachers whose rooms they pass of the need to quickly evacuate their rooms.
- ☐ Assuming for the moment that as each classroom is passed, that room will be evacuated, the principal immediately moves to the floor above the affected classroom and begins the evacuation process, starting with the room directly over the affected room and moving outward from there.

6. Your school is preparing to play a basketball game against your archrival. The winner will go to the regional playoffs; the loser stays home. You receive a phone call from the principal of your rival school advising you that he has been hearing rumors that an attempt will be made to disrupt the basketball game by individuals who may not be students of either school.

Suggestions:

- ☐ In consultation with the calling principal, try to assess the validity of the information.
- ☐ Alert the ERT and have them check with their sources to see if this threat is valid.
- ☐ Initiate discussion with the police. Specifically, find out what information have they developed regarding the disruption of this game and the number of officers they feel are required to cover the event.
- ☐ If there is sufficient time (for example, several days before the game), implement a different color game ticket strategy. Each school will have a different color ticket.
- ☐ Establish pre-event sales only. No tickets will be sold at the game.
- ☐ Arrange for a knowledgeable administrator from each school to be present at the entry point to the gym. This will help exclude unwanted or unauthorized spectators from gaining entrance to the game.
- ☐ Obtain from the visiting school the names of all staff persons who will be attending the game and what type of identification they will be wearing.

- ☐ Both coaches and their respective teams need to be advised of the information received and should be instructed as to appropriate courtside conduct.
- ☐ Consideration should be given to the use of metal detectors for admission to the game.
- ☐ As a general rule, school staff and a limited number of police should monitor the game. The major contingency of police should be outside the school, monitoring the parking lots and streets leading to the school. Once the game starts, “cruising” of the school parking lot needs to be stopped.
- ☐ Arrange for parents of band members, cheerleaders, pompoms, and players to pick their students up in a specific location.
- ☐ Have the visiting team and their support personnel leave the campus as quickly as possible.

## For Teachers

1. A student comes up to your desk and quietly whispers in your ear that Frankie has a gun in his pocket.

### Suggestions:

- ☐ Ask your informant, “Did you see it, or were you told about the gun?” (your response will be the same regardless of the answer).
  - ☐ Check the time. Note how long before the bell will ring to change classes.
- Scenario A – full class period before the bell rings:
    - ☐ Keep calm!
    - ☐ Observe Frankie. How is he acting? Do not walk back to see if you can see the gun; assume it is there.
    - ☐ Do not attempt to challenge Frankie.
    - ☐ Notify office you need assistance. Do not use the “all call” buttons or telephone as this may alert Frankie that something is about to happen.
    - ☐ Write a note stating you believe a student has a gun in your classroom.
    - ☐ Put the note in a book, and ask a student to take the book to the teacher next door. The student chosen for this task should not be your informant.
    - ☐ Teacher next door notifies the office of the situation.
    - ☐ When the administrator arrives at your classroom, meet the administrator at the door.
    - ☐ Be guided by the administrator’s decision on how to get Frankie out of the room.
  - Scenario B – two minutes before the bell rings:
    - There is inadequate time to summon help to your room.
    - Wait until just before the bell is scheduled to ring and ask Frankie to help you carry some material to the office. The trick is to keep his hands full.

2. A student in your class loses control and starts to throw objects around the class, turning over desks and threatening the safety of other students in the class.

### Suggestions:

- ☐ Direct a student nearest the door to take a “Red Card” to the teacher next door. A “Red Card” states that Mrs. Easto, in room 214, needs immediate help. Every teacher in the school should have such a card and use it to summon help.
  - ☐ When help arrives at the classroom, remove the other students from the room and isolate the student out of control. Often this will have a quieting effect on the student.
3. You are working in your classroom after school when you realize that a parent has entered your room. The parent is angry. You inquire as to what the parent wants and are told that the parent is unhappy about the way you treated his child.

Suggestions:

- ☐ Immediately stand up. Never remain seated during a confrontation or a potential confrontation.
  - ☐ If it appears that the parent does not want to engage in a dialogue, but is intent only on telling you what his demands are, it is time to get out of the classroom.
  - ☐ Tell the parent (while you are walking toward the door) that you realize he has a concern but that unfortunately, you have an appointment. Offer to make an appointment for another day at a time convenient to both of you.
  - ☐ Do not become argumentative or combative with the parent.
  - ☐ Remember you cannot have a rational discussion with someone who is angry and perhaps out of control.
  - ☐ The critical issue is for you to head for safety.
4. A student turns in a story that he has written. The story is about a young man who is tired of being picked on in school. The writer describes how his lunch money is taken from him on a regular basis and how tired he is of being afraid. In his story, the victim comes to school one day and gets his revenge.

Suggestions:

- ☐ Talk with the student about the subject matter of his story. Schools can no longer ignore or treat lightly threats made by a student either in writing or verbally.
  - ☐ After your conversation, contact an administrator and a guidance counselor for their input and assessment.
  - ☐ Your role in this event is critical. The student chose to share this information with you. Your task is to remain in touch with the student while others are doing their part, i.e., contacting parents, arranging for a psychological assessment of the student, or referral to another agency.
5. You have a student in your class who is always being picked on. Kids say mean and hurtful things to the student and you continue to try to defend and support the student. You realize that the student goes out of his way to draw attention to himself. He is always first to answer a question, he dresses different than the rest of the students, he does not appear to have any friends, and no matter what the discussion in class is, he takes the opposite view.

Suggestions:

- ☐ You may have a student who has chosen the role of ‘victim’ as his persona.
- ☐ Depending upon the age of the student, your strategies for dealing with this behavior will vary. With a younger, primary-grade-level child, it may be sufficient to talk with the youngster and help him develop more appropriate responses to what is going on around him. With older students, this task becomes more difficult.
- ☐ Make the administration aware of your observations and concerns.

- ☐ Talk with his other teachers to see if the behavior you are seeing is consistent in their classes.
- ☐ Working with other teachers and administrators, decide on a school-wide plan for helping this youngster.
- ☐ Involve the parents during the assessment process. Often the apple does not fall far from the tree.

## For Support Staff

1. A student walks up to an adult in the cafeteria and tells the adult that a kid in a green jacket has a gun in his pocket.

### Suggestions:

- ☐ So long as the gun remains in the pocket, a crisis has not occurred.
- ☐ Try and make an identification of the student. If you don't know his name, look to see if there is someone seated/standing near that person that you know.
- ☐ Locate the nearest adult and inform him or her of what you have been told.
- ☐ Decide who is going to notify the administration.
- ☐ If the individual begins to move about the cafeteria or appears to be leaving, do not attempt to stop him.
- ☐ Keep in eye contact with him, and if he leaves the cafeteria, try and observe where he goes.
- ☐ When the administrator arrives on the scene, brief the administrator on what has transpired.
- ☐ **Remember, a cafeteria or any area where there are lots of students and staff milling about is not the place to challenge the gun toter.**

2. You are walking down the hallway and see an adult looking into several different classrooms. You also note that this person is not wearing a "visitor" badge.

### Suggestions:

- ☐ Our natural instinct is to ask the person if you might help them. Under normal conditions, this is an appropriate approach. The problem arises when the intruder responds, "No thanks, I'm doing fine." Now you are stuck with finding a graceful way to deal with the lack of a badge and why this individual is looking into several classrooms.
- ☐ A response that works very effectively is the following: in a most cheerful voice you say,
 

"Oh there you are! WE knew someone who had not checked in with the office was in the building. You probably didn't see the sign directing you to the office. Let me show you the way, and I can cancel the call to the police at the same time."
- ☐ One of two things will occur: (A) the person goes with you, or (B) he/she does not.
- ☐ If (B) occurs, step into the nearest classroom and ask the teacher to notify the office of an intruder in the building.
- ☐ Don't attempt to detain the individual if he or she decides to leave the premises. Get a good description of the person, call the police, and make a report.

3. You are a secretary who receives a phone call from a man who identifies himself as the father of a 4<sup>th</sup> grade student. The caller states that tomorrow his son has a dentist appointment and that neither he nor the child's mother is able to pick up his son and that



a relative has agreed to pick up the child and take him to the dentist. The caller asks that you please advise his son's teacher of the appointment.

Suggestions:

- ☐ Verify the identity of caller. This can be accomplished in several ways:
- ☐ Ask caller for his home telephone number and child's date of birth.
- ☐ Check emergency card for home phone number and call to verify caller.
- ☐ Call mother, at home or at work, for verification.
- ☐ Ask the child if he knows about a dentist appointment.
- ☐ If you are satisfied with the legitimacy of the caller, direct the caller to come to the school and make his request in person.
- ☐ If he shows, ask for photo identification.
- ☐ Prior to his arrival, check records to see if this is a custody issue.
- ☐ Ask for the name and phone number of the relative who is to pick up the child.
- ☐ When the relative arrives to pick the student up, ask for photo identification.
- ☐ Send an adult for the child, and prior to releasing the child to the relative, ask the child if he knows the person and if he is comfortable leaving with this person.

4. You are a custodian who is working outside the school. You notice several cars "cruising" through the parking lot.

Suggestions:

- ☐ Note the time, record the tag numbers, get a description of the cars, and try to get a look at the drivers.
- ☐ Report your observations to an administrator.
- ☐ Attempt to maintain visual contact of the cars until police arrive on the scene.
- ☐ Assist the police by identifying the cars and tag numbers.

5. You are a cashier in the school cafeteria and know the buying and eating habits of the majority of students in the school. For several days, you have been noticing a major change in Billy's eating habits. Normally Billy buys his lunch, but for the past week or so Billy has not been buying or bringing his lunch.

Suggestions:

- ☐ Report your observations to the appropriate administrator or guidance counselor. Billy's family may be having some financial difficulties and the school may be in a position to have Billy enrolled in a reduced-price lunch program.
- ☐ If this is not the case, Billy may be the victim of extortion by having his lunch money taken on a daily basis.
- ☐ An administrator/guidance counselor needs to be involved, regardless of the cause.
- ☐ You will need to be observant of other children's eating habits and buying powers. The extortionist may be acting like the big spender on campus, treating friends to multiple desserts or other goodies. Report your suspicions.

6. You are notified that a student has a gun in a classroom.

Suggestions:

- ☐ Call the police and ask for immediate assistance.
- ☐ Check the time. When are the bells due to ring?
- ☐ Proceed to the classroom.
- ☐ Have the teacher meet you at the door.

- ☐ Determine where the student is seated, how he or she is acting, and how the teacher came to know that he or she has a gun.
- ☐ If the police have arrived, have the officer remain in the hallway while you get the student from the classroom.
- ☐ Enter the classroom and extract the student. Here are two suggestions for accomplishing the task:
  - “Frankie, your mother is on the phone. There is some problem at home and she needs to talk to you right now. Come on down to the office and take care of the matter” or “Frankie, the health department called. You have been identified as a possible contact and they need to see you immediately.”

Both approaches have worked. However, do not overlook your talent for devising other approaches. The issue is to occupy Frankie until you can get him in the hallway.

7. You are notified that a classroom has been taken hostage. The gunman is an adult male, identify unknown.

Suggestions:

- ☐ Declare a Code Red – No Respond.
- ☐ Direct 911 to be called.
- ☐ Shut off the school bells.
- ☐ Notify the superintendent’s office and the OPs VP of the situation.
- ☐ Await the arrival of police.
- ☐ In concert with the police official on the scene, develop a strategy for dealing with the situation.
- ☐ Activate the ERT if it can be accomplished without further endangerment of students and staff.
- ☐ Try to ascertain the demands of the hostage taker.
- ☐ If appropriate, arrange for transportation of non involved students.
- ☐ The resolution of the hostage situation is a police matter. Your role is to provide support to the police.
- ☐ Follow the procedures as set forth in your Emergency Management Plan.

8. A female student comes to you with the following story. A friend of hers told her this morning that yesterday, at about 2:30 PM, she was raped in the girls’ restroom on the second floor.

Suggestions:

- ☐ Determine who the friend is and ask your informant to bring the victim to you.
- ☐ If informant is hesitant to identify the victim, ask the informant what it is she expects you to do.
- ☐ Assuming the victim’s identity is made known to you, call the student in and, with a female witness, ask her what happened.
- ☐ If she tells you she was sexually assaulted, **isolate the victim with an adult, call the police and call her family.**
- ☐ Your role is to support the police in their investigation.
- ☐ Your responsibility is not to determine if the victim is telling the truth. Let the police make that determination.
- ☐ Notify the superintendent’s office and OPs VP of the complaint and what is currently being done to investigate the issue.

9. You have a teacher who is always into power games with his students. You strongly suspect that he often sets kids up so he can report them for violating a school rule. One day he discovers his car has been 'keyed' and he demands that you conduct an investigation into the incident.

Suggestions:

- ☐ There are two separate issues in this scenario: one is the act of vandalism and the other is how this teacher is treating kids. Separate the issues.
- ☐ Have the teacher call the police and his insurance company to report the act of vandalism.
- ☐ Let the police determine if the act occurred on school property or was done somewhere else.
- ☐ Have a serious and frank discussion with the teacher over the issue of fair and equitable treatment of students.
- ☐ In addition to establishing a generic file on reasons students get sent to the office, create a file on this teacher. Every time he sends a student to the office, a copy of that referral goes in the teacher's folder. If, as you suspect, he is setting kids up, this file will prove to be a valuable tool in bringing attention to the error of his ways. It will also be useful if further disciplinary action is anticipated.

## **CODE RED DRILL** **EVALUATION**

**School Name:**\_\_\_\_\_ **Date:**\_\_\_\_\_

### **General Preparedness (35 points maximum)**

- \_\_\_\_\_ Emergency Management Plan is current.
- \_\_\_\_\_ Emergency Response Team (ERT) has been selected.
- \_\_\_\_\_ Standardized Code Red Procedures are in place.
- \_\_\_\_\_ Every teaching station has the Code Red Procedures posted.
- \_\_\_\_\_ Every teaching station has an Emergency Evacuation diagram posted.
- \_\_\_\_\_ Primary and Secondary Command Centers meet minimum standards:
  - a. \_\_\_\_\_ telephone
  - b. \_\_\_\_\_ accessible to outside entrance
  - c. \_\_\_\_\_ large enough to house 6-8 adults
  - d. \_\_\_\_\_ access to public address system
  - e. \_\_\_\_\_ contains student and staff phone numbers
- \_\_\_\_\_ All entrances to the school have been numbered.

### **General Response (40 points maximum)**

- \_\_\_\_\_ Upon notification of an emergency the administrator-in-charge (AIC) makes the right decision on declaring a Code Red – Respond or a Code Red – No Respond.
- \_\_\_\_\_ Telephone call to 911 and the Superintendent's Office are made.
- \_\_\_\_\_ The ERT is activated and upon notification of the event go to their pre-assigned posts.
- \_\_\_\_\_ The school bells are shut off.
- \_\_\_\_\_ An ERT member maintains a written record. Record includes the name and time calls are made, time unfolding events occur and other information relative to this event.
- \_\_\_\_\_ ERT member coordinates the Sweep Teams response.
- \_\_\_\_\_ Each Sweep Team is provided a color-coded floor plan showing the area they are to search.
- \_\_\_\_\_ Lists of missing or additional students/staff/other adult are picked up during the sweep.

- \_\_\_\_\_ These lists are checked against the Absent List and the Visitor's Log.
- \_\_\_\_\_ The AIC remains in the command center.
- \_\_\_\_\_ ERT members keep the AIC advised of the situation.
  
- \_\_\_\_\_ Notification of parent/spouse/significant other of injured students and/or adults is arranged.
- \_\_\_\_\_ Arrangements are made to meet the needs of parents and members of the media.
- \_\_\_\_\_ A press statement is prepared.
- \_\_\_\_\_ Briefing is held with ERT members.
- \_\_\_\_\_ Information is disseminated to students before the end of the school day.
- \_\_\_\_\_ A statement is prepared to be sent home with students.
- \_\_\_\_\_ This statement contains a date, time and place for a parent meeting.
- \_\_\_\_\_ Emergency staff meeting is held at the end of the day.
- \_\_\_\_\_ Visit with injured child and parents is arranged.

## Specific Response to the following scenarios (25 points maximum)

1. *The estranged husband of a cafeteria work has entered the school through an open kitchen door and has taken five cafeteria workers hostage.*

- \_\_\_\_\_ AIC declares a Code Red – No Respond
- \_\_\_\_\_ Secretary calls 911
- \_\_\_\_\_ AIC reviews floor plan of the school and selectively activates members of the ERT.
- \_\_\_\_\_ ERT member is sent to notify any classes out of doors.
- \_\_\_\_\_ Student and staff accountability is completed.

2. *You notice police activity across the street from the school. A SWAT team vehicle arrives on the scene and it appears to be a barricade situation. You have children at recess and your lunch period is about to begin.*

- \_\_\_\_\_ AIC declares a Code Red – No Respond
- \_\_\_\_\_ Secretary calls 911 and inquires as to the activity across the street from the school.
- \_\_\_\_\_ Selected ERT members are activated and the playground is cleared.
- \_\_\_\_\_ Students in classrooms facing the street are placed on the floor away from windows and doors.

\_\_\_\_\_ Student and staff accountability is completed.

3. *The school secretary receives a telephone call from the police department advising that there has been a toxic spill near the school. The officer recommends that the school be evacuated.*

\_\_\_\_\_ AIC directs that a call to the police department be made to verify the facts.

\_\_\_\_\_ AIC declares a Shelter-in-Place.

\_\_\_\_\_ ERT members are selectively activated

\_\_\_\_\_ AIC directs a sweep of the school yard to insure that all staff and students are inside

\_\_\_\_\_ AIC awaits further instructions from HAZMAT personnel.

4. *A male student is found hanging from a toilet support with a belt around his neck.*

\_\_\_\_\_ Persons dispatched to the scene cut the student down and begin first aid/CPR.

\_\_\_\_\_ AIC directs EMT member to take possession of the student's property and to bring the property to the office.

\_\_\_\_\_ Locate friends of injured students for police to interview and notify their parents.

\_\_\_\_\_ Contact student's teachers to determine if there has been any hint of a suicide.

\_\_\_\_\_ Determine if injured child has siblings in this school or in other district schools.  
Make appropriate notifications.

5. *A student runs into the office and tells the secretary that there is a girl who has been stabbed in a restroom.*

\_\_\_\_\_ The secretary believes the child and notifies the AIC.

\_\_\_\_\_ The student messenger is placed with an adult until the police arrive and the student's parent is notified and asked to respond to the school.

\_\_\_\_\_ Three persons are dispatched to the bathroom. (1) to administer first aid,  
(1) to secure the crime scene until the police arrive and (1) to begin to gather facts.

\_\_\_\_\_ Someone other than the school nurse accompanies the injured child to the hospital.

\_\_\_\_\_ Determine if injured child has siblings in this school or in other district schools.  
Make appropriate notifications.

6. *An employee is advised that his employment is terminated for cause. The employee becomes angry and storms out of the office. Several hours later the secretary receives a telephone call from a woman who identifies herself as the terminated employee's wife. She advises that her husband has been drinking and that he is in his way back to school to get even with the principal. The wife further advises that his gun is missing from the house.*

\_\_\_\_\_ Secretary attempts to obtain a description of the car and tag number as well as a description of the gun.

\_\_\_\_\_ AIC directs that 911 be called with all of the pertinent facts.

\_\_\_\_\_ AIC declares a Code Red No Respond.

\_\_\_\_\_ Selected members of the ERT are activated.

\_\_\_\_\_ Student and staff accountability if completed.

7. *A custodian discovers what he believes to be a pipe bomb in a boy's restroom..*

\_\_\_\_\_ The AIC orders a controlled evacuation.

\_\_\_\_\_ Bell system is shut off and all office telephones are rendered "busy".

\_\_\_\_\_ Evacuation starts with the classrooms nearest the office.

\_\_\_\_\_ AIC goes to the location of the suspected bomb and directs the immediate evacuation of students and staff.

\_\_\_\_\_ Teachers take their roll books with them.

8. *The secretary receives a telephone call from a woman who claims she saw a man pull a female student into his car several blocks from the school. The caller described the girl as being upset.*

\_\_\_\_\_ AIC asks the secretary if she has a description of the car, man and/or female. Was the caller able to record the tag number of the vehicle? Did the secretary get the callers name, address and phone number.

\_\_\_\_\_ AIC directs that 911 is called and all pertinent information furnished to the police.

\_\_\_\_\_ A Code Red – Respond is declared.

\_\_\_\_\_ Student and staff accountability is completed.

\_\_\_\_\_ Direct ERT members to call the home of each child on the absent list and/or early release list.

\_\_\_\_\_ Total points

**Comments:** \_\_\_\_\_

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## SECTION 8:

### Resources for School Safety



## Resources for School Safety

### **Books**

#### Making Schools Safe for Students: Creating a Proactive School Safety Plan

Author: Peter D. Blauvelt

Publisher: Corwin Press, Inc.

Published: May 1999

Written by Edison Schools' Safety Consultant, this manual covers everything from violence prevention to crisis management including, working with the community, national trends in school emergencies, crisis management and dealing with crime.

#### You Can Handle Them All

Author: Robert L. DeBruyn & Jack L. Larson

Publisher: The MASTER Teacher

Published: June 1984

This encyclopedia of student behavior offers advice on handling 117 misbehaviors while explaining how each misbehavior affects the teacher.

#### School Mobbing and Educational Abuse

Author: Gail Pursell Elliott

Publisher: Brunner-Routledge

Published: 2003

This book deals with all aspects of bullying behavior and specifically addresses the issue of causes and solutions.

### **Web Sites**

#### **National Alliance for Safe Schools – [www.safeschool.org](http://www.safeschool.org)**

Founded in 1977, NASS is the oldest non-profit corporation whose purpose is to provide technical assistance, training and support to school districts concerned with school crime and violence issues. Over 50,000 school administrators, teachers, support staff, students and parents have been trained in violence prevention. In recent years, NASS has been instrumental in helping school district design, implement and practice safe school procedures. Additionally, NASS has been a pioneer in the development and conducting of *School Security Assessments*. These assessments provide superintendents and Boards of Education with a comprehensive plan for improving school safety.

Early Warning, Timely Response: A Guide to Safe Schools – [www.ed.gov/offices/users/usep/earlywrn.html](http://www.ed.gov/offices/users/usep/earlywrn.html)

***The National Resource Center for Safe Schools – [www.safetyzone.org](http://www.safetyzone.org)***

Operated by the Northwest Regional Educational Laboratory and established with funding from the US Department of Education's Safe and Drug Free Schools program and the US Department of Justice's Office of Juvenile Justice and Delinquency Prevention. This site provides information and resources for improving school safety, including facts, figures, funding opportunities and publications.

***National School Safety Center – [www.nssc1.org](http://www.nssc1.org)***

Created by presidential directive in 1984, the National School Safety Center serves as among other things, a clearinghouse for a resource center with more than the 50,000 articles, publications and films.

***US Department of Education Home Page – [www.ed.gov](http://www.ed.gov)***

Operated by the US Government, this page provides information on all aspects of education including a link for the Safe and Drug Free Schools program. Offers research based practices designed to assist school communities identify these warning signs early and develop prevention, intervention and crisis response plans.

***You Can Handle Them All – [www.disciplinehelp.com](http://www.disciplinehelp.com)***

A supplement to the book published by The MASTER Teacher, this site offers free advice to both educators and parents on handling behavioral and discipline problems at school and in the home.

***School by Color – [www.safetybycolor.com](http://www.safetybycolor.com)***

The main focus of the Safety By Color program is the School Emergency Crisis Procedures. The Listening Tree, Inc. provides this to the schools in the form of a manual and in a Class Emergency Folder. Each contains necessary tools, forms, instructions and suggestions for handling a crisis. The manual allows the school system to build the safety program from the classroom upward, focusing on the needs of the teachers and the students first.

***The School Safety Hotline – [www.schoolsafeline.com](http://www.schoolsafeline.com)***

Provides a necessary and vital communication link which enables students, parents, school officials, and members of the community to anonymously share critical and potentially life saving information with school administrators, 24 hours a day, 365 days a year. With this program in place, individuals will be able to report incidents involving weapons, drugs, alcohol, violence, harassment, vandalism, or theft without fear of reprisal. The Hotline will forward this information to designated school officials who can investigate and act on the information themselves or alert the appropriate authorities.

# Crisis Management Handbook

## **Introduction**

The purpose of the Crisis Management Handbook is to provide a concise reference for staff when facing a crisis or an emergency. All Edison schools are expected to have both a school plan addressing emergencies and crisis situations and for managing student conduct and school discipline. Accident and crisis prevention are particularly important whenever children are involved, but even the most thorough and imaginative forethought cannot prevent all emergencies. It is our responsibility to be prepared with management plans for foreseeable emergencies and for all staff members to be apprised of their roles in these plans.

To be truly effective, this document must be adjusted to reflect local mandates, needs, and requirements. For example, names or positions of those responsible for specific follow-up in an emergency should be added, along with the names of local agencies and emergency phone numbers. States and school districts often have mandates of their own. Staff should be familiar with federal, state and local requirements. Principals need to review the crisis handbook with appropriate building staff. Space in the handbook has also been provided for changes or additions as appropriate to specific states or localities.

Lastly, a de-briefing session should be held following any crisis so that everyone may benefit from the experience. Bringing together the staff, or minimally the leadership team, is critical for reviewing the school's response to the crisis and making any changes or additions to the written procedures.

**REVISED JULY 1, 2003  
ALL PREVIOUS VERSIONS SHOULD BE DISCARDED**

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The information contained in this Crisis Management Handbook is adapted from  
*Making Schools Safe for Students: Creating a Proactive School Safety Plan*  
by Peter Blauvelt, President and CEO of the National Alliance for Safe Schools.

# SECTION 1:

## Emergency Phone Numbers

## **Emergency Telephone Numbers**

(This sheet should be laminated and posted in a prominent place in the school office)

# **EMERGENCIES – 911**

Police Department \_\_\_\_\_  
Fire Department \_\_\_\_\_  
American Red Cross \_\_\_\_\_  
Attorney for the Charter Board \_\_\_\_\_  
Child Protective Services \_\_\_\_\_  
( or local agency that handles suspected child abuse)  
Edison General Counsel \_\_\_\_\_ David Graff 212.419.1732  
Edison Chief Operating Officer \_\_\_\_\_ Chris Cerf 212.419.1665  
Charter Schools: Joe Keeney 212.419.1652 Partnership Schools: Martha Olson 212.419.1657  
Edison Director of School Safety \_\_\_\_\_ Brian Bugge 212.419.1671  
Electrical Power Company \_\_\_\_\_  
Emergency Room \_\_\_\_\_  
Gas Company \_\_\_\_\_  
Guidance Supervisor \_\_\_\_\_  
Hazardous Materials \_\_\_\_\_  
Hospital(s) \_\_\_\_\_  
Local Newspapers \_\_\_\_\_  
Maintenance Supervisor \_\_\_\_\_  
Mental Health Department \_\_\_\_\_  
Poison Control Center \_\_\_\_\_  
Radio Stations \_\_\_\_\_  
School Safety Officer \_\_\_\_\_  
Superintendent/Charter Board President \_\_\_\_\_  
Willis Contact/Insurance Broker \_\_\_\_\_ Bill Glenn 865.583.3724  
Telephone – line trouble \_\_\_\_\_  
Television Stations \_\_\_\_\_  
Weather Bureau \_\_\_\_\_

Other Important Numbers

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## SECTION 2:

# Emergency Management



# **Emergency Management**

## **Introduction**

This section is to be used as a tool in creating an Emergency Management Plan tailored to fit the unique needs of your school. Principals need to be familiar with state and local requirements regarding school safety and crisis management and adjust their Emergency Management Plans accordingly.

This guide also provides Edison School principals with critical information about who to contact at Edison headquarters should an event occur at school. The Edison School Operations, Risk Management and Marketing and Communications divisions need to receive time-sensitive information about situations involving students and staff which take place in a school building or on campus in order to provide the support and guidance needed in a crisis. Any sudden, usually unanticipated event that profoundly and negatively affects a significant segment of the school population or jeopardizes the safety of students and staff should be considered a crisis that requires an immediate and organized response.

## **Why Plan For a Crisis?**

All Edison Schools staff members are expected to be prepared to respond to any crisis and have a clear understanding of their roles during an emergency situation. Recent events at schools around the country have taught us that violence can occur in any community and no school is immune. Incidents that threaten the safety of students and staff have a lasting impact and widespread implications for the entire school community. Violence prevention efforts and programs that address the personal and emotional needs of students help reduce the likelihood that a crisis will occur at school, but even the most careful planning is no guarantee. Developing a crisis management process will ensure that the response to a crisis will be thorough and consistent and will disrupt the school routine as little as possible.

## **What Should the Emergency Management Plan Cover?**

The Emergency Management Plan should include information about how to deal with any crisis that could occur on school grounds. This includes suicide, bomb threats, serious assaults on students or staff, kidnapping, an armed intruder or any situation that could occur that would place the safety of students and staff at risk.

# **The Emergency Response Team (ERT)**

## **Selecting the Members of the Emergency Response Team**

The principal and his/her leadership team are responsible for assembling the Emergency Response Team.

## **Who Should Be On The Team?**

Staff members who are recognized within the school and who respond well to a crisis are good ERT candidates, as are people who are calm, accepted by staff and students as impartial and fair, good listeners and communicators, skilled negotiators, and adept at crowd control. One of the ERT members should be a bilingual staff person. Also, including members who do not have supervisory duties or whose groups can be canceled in an emergency is important, such as:

- Business Service Manager
- Community Resource Director/Student Support Manager
- Special Edison Coordinator
- Technology Support Manager
- Professional Development Coordinator
- Security Officers
- School Police Officers
- Speech Therapist
- Occupational Therapist/Physical Therapist
- School Secretary
- Counselors/Social Workers
- Custodians/Security Personnel
- School Nurse
- Psychologist

The names and locations of any staff members trained in CPR and first aid must be laminated and posted in a prominent place in each classroom and in the school office.

## **How Many People Should Be On The Emergency Response Team?**

The number of members on the team should be in relationship to the number of students in the school. If any of the members of the team are classroom teachers, substitutes will need to be chosen and their names should be listed as alternate ERTs.

## What Are The Roles of the Members of the Emergency Response Team?

**Administrator-in-Charge (AIC):** Coordinates emergency response effort. Ensures that necessary notifications are made. Coordinates police, fire, medical response. **Remains in the Command Center and manages the crisis.**

**School Secretary and other Office Staff:** Upon instructions from the AIC, the secretary will place a telephone call to 911 and advise the dispatcher of the nature of the emergency. She/he shall remain on the phone updating the 911 dispatcher of any changing conditions until the police/fire or medical assistance arrives at the school. While she/he is on the phone, other office staff will be directed to do the following:

- Shut off the school bell system
- Make other required telephone calls
- Maintain a Chronological Event Log. The following information will be recorded in the Log:
  - ☐ Time AIC was advised of the emergency
  - ☐ Time Code Red was declared
  - ☐ Time all out going calls were made and to whom the information was furnished
  - ☐ Time all incoming calls were received and nature of the call
  - ☐ Time Emergency Response Team arrived at the Command Center
  - ☐ Maintain a chronology of events as they occur
- Advise the AIC of any new information

**First-Aid Responders:** Provide emergency first aid until medical assistance arrives

**Site Coordinators:** Respond to site of emergency and control access to the affected area. If necessary, preserve crime scene until police arrive and assume control.

**Police/Fire/Medical Coordinator:** Will meet emergency personnel and direct them to the scene. Return to front of school and direct media, parents, and central office personnel to appropriate locations. The building custodian is recommended for this position because he/she has master keys.

**Sweep Team Coordinators:** Will assemble adults who do not have supervisory duties of students into three-person sweep teams who will check the restrooms, hallways, and other non-classroom areas for students and/or outsiders. He/she will also pick up “missing or added student” lists from each teacher in his/her assigned sweep area. Coordinators will assemble the lists of missing students and forward them to the Command Center. During the reconciliation phase of the student lists, he/she will ensure the Early Release Log and Visitor Log are included in the process.

**Media Coordinator:** Will meet with the media and arrange for their needs. Will assist in preparation of a news statement and arrange interviews. Also acts as recorder noting the time notifications were made, who was notified and will maintain a log of the sequence of events.

**Coordinator of Parents:** Will be responsible for dealing with parents who may respond to the school. They will advise parents of the situation and advise them if their child is or isn’t involved in the emergency. After the Code Red has been rescinded, assist those parents who wish to take their children home.

**Recorder:** Will be responsible for recording the time notifications made and who was notified, and maintain a log of the sequence of events.

**Note:** It is important for each member of the EMT to have a way of identifying themselves as members of the team. In an emergency, responding police or other emergency personnel will need to be able to ascertain who is authorized to be roaming the building.

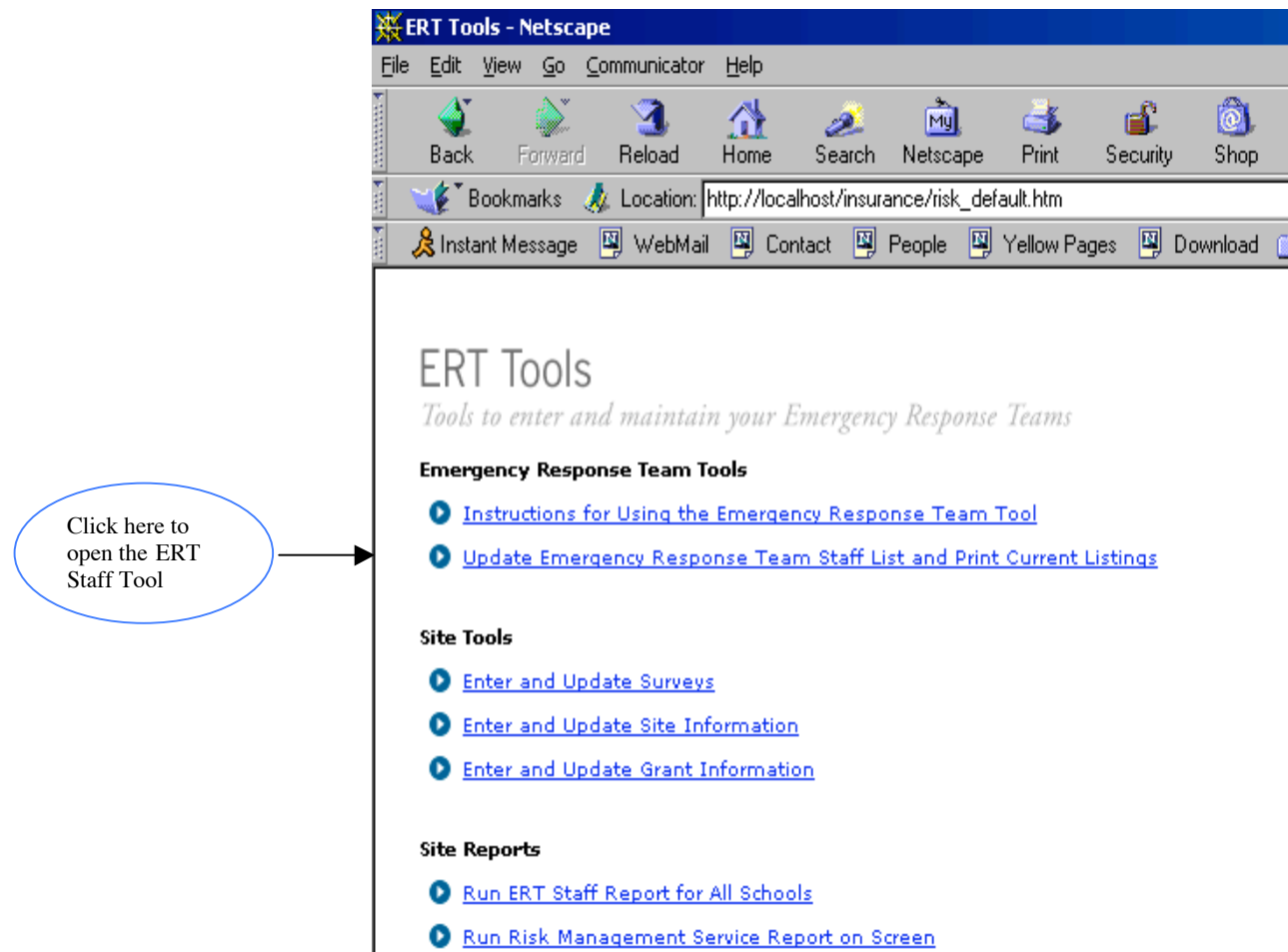
## Emergency Response Team Staff Tool Instructions

The emergency response team for each school should also be entered in the ERT Staff Tool that is located on the Finance/ Risk Management home page of the Common, Edison's internal network. Entering the team electronically will make maintenance of the list easier.

### Accessing the ERT Staff List Tool

The ERT Staff List Tool is accessed from the Risk Management home page of the Common, Edison's internal network. This tool, as well as others which are being developed, are accessed through the Risk Management Tools link on that page.

From the Risk Management Tools page, choose the Update ERT Staff List tool. This will bring up the main Emergency Response Team Staff Entry Page.



## Emergency Response Team Staff List Tool Functions

On the ERT Staff List page, you can assign staff to your team, print out current listings and choose entries for update. The tool consists of three major sections:

The screenshot shows the ERT Staff List Tool interface. It is divided into three main sections, each with a callout box:

- School Name and Address Section:** This section includes a dropdown for School Name (currently "7-Roosevelt-Edison Charter School"), a text field for School Address ("185 South Byron Drive Colorado Springs, CO 80910"), and text fields for Contact Phone # ("719-637-0311") and Contact Fax # ("719-386-0176"). A "Retrieve Staff List" button is located to the right.
- Staffing Listing Section:** This section contains two tables. The first is the "CURRENT STAFF LISTING" table, which has columns for Responsibility, Name (with a "Click to Edit/Delete" link), Room, Work Phone, Home Phone, CPR, Physical Restraint / CPI, First Aid, and Other Training. The second is the "MISSING STAFF PERSONNEL" table, which has columns for Role, Minimum, Suggested, and Needed. Below these tables is a form for "Enter ERT Staff information and press Add Name to add to the list above".
- Staff Entry Section:** This section is the form for adding new staff. It includes fields for Name, Room Num, Work Phone, Home Phone, CPR Trained, Physical Restraint / CPI, First Aid Trained, and Other Training. There is also a "Role" dropdown menu and a "See ERT role definitions" link. At the bottom are buttons for "Add Name", "Clear Name Info", and "Go Back To Main Menu".

Callouts from the right side of the image point to specific elements:

- "Click here to show current ERT team" points to the "Retrieve Staff List" button.
- "Click here to delete or update staff info" points to the "Click to Edit/Delete" link in the "CURRENT STAFF LISTING" table.
- "Click here to see details of each ERT role" points to the "See ERT role definitions" link.
- "Click here to add a new person to the staff list" points to the "Add Name" button.

**School Name and Address Section:** In this section, choose your school from the school dropdown box. This will bring up the school contact information. Pressing the Retrieve Staff List button after choosing a school will display the most current ERT list in the Staff Listing Section. Note that you must select a school before retrieving a staff list or adding a new entry.

**Staff Listing Section:** This section displays the current ERT list for the school selected in the School Name Section. The staff matrix shows the different roles, names, phone numbers as well as additional qualifications. Staff names are highlighted in blue because they connect you to the Staff Update page in case you want to update information about a staff member or to delete that staff person from the team.

The Staff Listing Section also contains a chart showing how many staff members should be assigned to each role as well as how many are missing from the current list. Please note that suggested numbers are standard recommendations but would change based on the size of the school and the number of students. When the minimum number of staff members has been assigned for a role, that line is removed from the Missing Staff Personnel chart.

**Staff Entry Section:** This section is a short form for entering pertinent information to add a new staff member to an emergency response team. For more information about the different roles and their responsibilities, click on the Show ERT Role Definitions link to bring up a help page.

Once all of the information about a team member has been entered, press the Add Name button to add the person to the team. To clear the form of previously entered information, press the Clear Name Info button.

### **Printing Emergency Response Team Listing**

After entering all of the staff information for your team, use the Print button from your browser to print out team listings.

### **Additional Information**

If you have any questions or need additional information, please contact Brian Bugge at 212-419-1671 or at [bbugge@edisonschools.com](mailto:bbugge@edisonschools.com).

## **Emergency Response Team (ERT) Master List**

<b>Responsibility</b>	<b>Staff Person/Room #</b>	<b>School Phone Number/ Home Telephone Number</b>
Administrator-in Charge	(1) _____ Principal	_____
	(2) _____ Academy Director	_____
	(3) _____	_____
	(4) _____	_____
Secretary/Office Staff	_____	_____
First-Aid Responders	_____	_____
	_____	_____
Site Coordinators	_____	_____
	_____	_____
Police/Fire Coordinator	_____	_____
	_____	_____
Sweep Team Coordinators	_____	_____
	_____	_____
Media Coordinators	_____	_____
	_____	_____
Parent Coordinators	_____	_____
	_____	_____
Other Staff Trained in CPR, First Aid or Physical Restraint	_____	_____
	_____	_____
	_____	_____
	_____	_____

Note: Any member of the ERT who is a classroom teacher or has supervisory responsibilities must have a pre-designated substitute to provide class coverage should the team be activated. Use an asterisk (\*) to indicate the designated substitutes and include their phone numbers.



## **Code Red Attendance Form**

Sweep Team members should pick up this form from every classroom

Date: \_\_\_\_\_  
Teacher: \_\_\_\_\_  
Classroom: \_\_\_\_\_

The following students are missing from my classroom when the Code Red was declared. **Note:** if the daily attendance sheet has already been turned into the office write down missing students not absent.

### **Missing students:**

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The following students and adults were added to my classroom when the Code Red was declared.

### **Additional students and adults:**

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Once the list is complete, slide the form under the door for the sweep team members to collect.

Sweep team members will take this form to the Command Center in order to compile a master list. **Note:** When accounting for all students during a Code Red do not forget to reconcile this report with the Visitor's Log. Additionally, this form should be printed on **colored paper**.

## Responding to a Crisis

There are four phases to every crisis:

- Phase 1: the first ten minutes
- Phase 2: the next fifty minutes
- Phase 3: the remainder of that day
- Phase 4: the subsequent days

The clock starts ticking the moment the notification is made to the school. How one responds and the timeliness of the response will, in large measure, be used to judge the effectiveness of the response.

Let us assume for the moment that you are confronted with a full-fledged crisis, one that requires the stopping of all student and staff movement in the school. How would you accomplish this task? Remember, time is critical.

All schools must implement a Code Red procedure for responding to a crisis. Do not implement a “secret” code word for accomplishing this task. Unfortunately, secret code words are difficult to remember, and there is always the chance that a substitute teacher is in the building and hasn’t the faintest idea what the strange message means that is being broadcast over the PA system. This is not the time for mystery. This is the time for **simple, easily understood, non-ambiguous** language.

### **What Do You Do When a Crisis Occurs?**

When a crisis occurs it is imperative that you are able to stop the movement of all staff and students in the building. A simple signal, such as “Students and staff we have a Code Red,” alerts the staff in the building that there is an emergency situation and it activates the Emergency Response Team.

## **Managing an Emergency**

The very nature of the event is one that has the potential of injury to students and staff and damage to the facility. The primary responsibility of the Administrator-in-Charge (AIC) is to *manage* the event so as to minimize injuries to students and staff and loss of property.

There are four phases of activities that are associated with every crisis/emergency. This **Emergency Management Plan** addresses all four Phases. However, information regarding support services such as crisis counseling and other Central Office expertise is contained in other documents.

**Phase I.** What does the AIC do in the first ten (10) minutes upon being notified of an emergency? During this phase the following events occur:

- ☐ Decision to call 911
- ☐ Declare a Code Red-Respond, which activates the Emergency Response Team (ERT)
- ☐ Declare a Code Red – No Respond, which holds everyone in place. Depending upon the nature of the crisis, selected members of the ERT may be activated by phone or radio. A Code Red – No Respond is given when:
  - a. gunman in the school
  - b. shots are being fired
  - c. hostage situation
  - d. any situation the AIC feels is appropriate
- ☐ Dispatch an administrator and nurse to scene.
- ☐ Dispatch Police/Fire/Medical Coordinator to front of school.
- ☐ Direct superintendent's office is notified.
- ☐ Direct school bells are turned off.

**Phase II.** What does the AIC do in the next fifty (50) minutes? During this phase the following events occur if a Code Red-Respond was given:

- ☐ Directs the Sweep Team Coordinator and sweepers are collecting and reconciling student and visitor information. All students, staff and visitors must be accounted for as soon as possible.
- ☐ Receives briefing on the situation including a narrative of what happened, who was involved, extent of injuries and name of any suspects.
- ☐ Briefs Superintendent's office and/or OPs VP on the incident.
- ☐ Coordinates with emergency response units to facilitate their needs.
- ☐ Directs that notifications are made to affected parents and/or staff member's family.
- ☐ Check with appropriate Coordinators to ascertain current status of media personnel and parents.
- ☐ Select staff person to accompany injured person to hospital.
- ☐ Determine if all students, staff and visitors have been accounted for.

**Phase III.** What does the AIC do for the remainder of that day? With the concurrence of the police/fire/medical declare a “Stand Down”. This may occur in Phase II but more then likely it will be a Phase III activity. During this phase the following issues will need to be addressed:

- , Decision as to what adjustments will need to be made to the school’s schedule.
  - , Information will need to be collected and disseminated to staff and students. In preparation the AIC will need to:
1. **Reassemble Emergency Response Team** – Prior to the scheduled staff meeting, gather the ERT and assess how the crisis was handled. Knowing what they are seeing and what they are hearing from students and staff is critical. Obtain update on victim(s) and on the investigation.
  2. **Press Conference** – The media will want to interview the AIC. In preparation for this event the following suggestions are made:

### **Sample Press Release**

At *(time of the event)* this morning the office was advised that a *(what were you advised?)* [Example] 7th grade female student had been injured in the second floor girl’s bathroom. Upon receipt of the information *(name of the administrator-in-charge)* directed that emergency procedure be activated and a Code Red was declared. Our Emergency Response Team was activated, 911 was called at *(give the time of the call)* and our team performed their pre-assigned duties.

The police and ambulance arrived at *(give the time)* and it was determined that the child would be transported to *(give name of hospital)*. The child’s mother/father was/were notified and is/are in route to the hospital. Mrs./Mr. *(Whomever)* accompanied the child to the hospital. The injury does not appear to be life threatening.

We stood down from our Code Red at *(give the time)* and class schedules were adjusted to accommodate the time lost due to the emergency.

Sgt. Wright of the police department will address any questions concerning the investigation.

**Note:** The person reading this statement needs to be prepared to answer the question of "What is a Code Red"?

### **Words to avoid using:**

- ☐ Raped
- ☐ Attacked
- ☐ Stabbed
- ☐ Mutilated
- ☐ Bludgeoned
- ☐ Attacked by a gang
- ☐ Multiple injuries
- ☐ Sexual assault
- ☐ Slashed

In general if a person has been injured, use the word “injured”

3. **Staff Meeting** -There will be a need to hold a staff meeting at the end of the school day. **ALL** staff members need to attend. In addition to teachers, the meeting should include all aides/para-professionals, specialists, security personnel, school resource officers, custodians, office staff, cafeteria workers, central office staff, itinerant teachers, part-time staff and any other adult who happened to be in the building when the crisis occurred.

At this meeting you tell the assemblage what happened including the names of the student(s) or staff person(s) involved. You will advise them of the condition of the victim(s) and the status of the investigation. You can entertain some questions but do not allow this meeting to turn into an inquest. Advise staff to report a half-hour earlier in the morning for instructions on the day’s activities. Caution staff about talking with the media. Explain to them that you would prefer they did not, but if they choose to make a statement to the media to be accurate in what they say and not to speculate on what might or might not happen as a result of this episode. Inform staff that they will be held accountable for their public comments.

4. **Visit the Victim** - Following the after-school staff meeting, make time to go and visit the victim and his/her family. The principal, a social worker or guidance counselor and perhaps the child’s teacher should attend. This is a time to be sympathetic, emphatic and express your concerns for the victim(s).

The purpose of this meeting is to find out first-hand the condition of the victim and to assess how the parents are reacting to this event. It is important not to attempt to explain what happened only that the event did occur and is under investigation.

5. **ERT Meeting** – Following the visit with the victim’s family, reassemble the ERT to plan on the next day’s activities. Included in this meeting should be representatives from the Central Office and the police department. The following issues will need to be addressed:
  - ☐ Arrangements for counseling services.
  - ☐ Arrangements for substitute teachers in case of absenteeism of regular staff.
  - ☐ Arrangements for dealing with the media.
  - ☐ Arrangements for dealing with concerned parents.
  - ☐ Arrangements for additional security and/or police presence.
  - ☐ Arrangements for assigning a staff person to be the liaison with the victim’s family.
  - ☐ Arrangements for the following morning’s staff meeting.

**Phase IV.** What does the ERT do during subsequent days? The aftermath of a crisis/emergency can go on for an extended period of time. It is not unusual for the impact of the event to last weeks and even months. Crisis counselors refer to this period as the “healing period.” Realizing that people “heal” at different rates, AICs are cautioned not to expect a quick recovery. In preparation for the following days these events need to occur:

1. **Staff Meeting the following morning.** Provide refreshments for staff. Bring them up to speed on the condition of the victim and status of the investigation. If counselors are going to be made available to students and staff advise them how this is going to be accomplished. If any teacher is not comfortable in discussing with his/her students the latest information regarding the crisis, arrange for an administrator to handle the notification.
2. **ERT Meeting.** At sometime before the lunch periods start, call the team together to get their feedback on how the day is progressing. What are they seeing and hearing? Are there any surprises or concerns that need to be addressed?
3. **Parent Meeting.** Within 48 hours of the crisis schedule a parent meeting. This is a critical meeting and one in which there is liable to be very strong feelings expressed by parents. It is important that all members of the ERT are present, the superintendent and/or OPs VP, all school administrators, a representative from the police department, and perhaps members of the School Board. The press will be there as well as some elected officials (particularly true if an election is soon). Someone other than the principal should chair this meeting. The meeting should be conducted by someone who is skilled in dealing with emotional issues and has the skills to keep participants on task.

This is a difficult meeting because the issue will have shifted from “what happened?” to “why did it happen?” Someone should take notes so that unanswered questions can be answered at a later time. Do not attempt to answer all of the questions. Advise the questioner that you will get back to them with an answer and then make sure someone does get back to the individual.

4. **The Healing Process.** Meetings with the ERT members and informal discussions with students and staff members is vital in assessing the healing process. Realizing that students and staff members “heal” at different rates will enable you to make informed decisions with regards to the length of time additional resources must remain at the school. The traumatic impact of the event, the number of students and staff members who were directly affected, parental and community reaction and the status of the investigation are all factors to be taken into consideration.

## **Code Red Procedures**

The purpose of a Code Red signal is to provide the AIC with a means for alerting staff and students that there is an emergency situation in the school and that for a period of time, movement in the school will be restricted.

Because of the variety of emergencies/crisis that can occur in a school it is necessary to establish two Code Red Signals:

**Code Red – No Respond** – is used when:

- (1) there is a gunman in the school, or;
- (2) there are shots being fired, or;
- (3) there is a hostage situation.

These three situations pose the greatest threat to students and staff and require that **NO ONE MOVES IN THE SCHOOL**. The Emergency Response Team (ERT) is not activated. Staff not supervising children remain where they are. Personnel available in the office (Command Center) will be utilized to stabilize the situation until the police arrive on the scene and assess the situation.

Teachers close their classroom doors, make a list (see Code Red Attendance Sheet) of all children not accounted for, add to this list the name of any child or adult that enters the classroom after the Code Red is declared, moves the children away from windows (if possible) and have everyone sit on the floor. They remain in this position until directed to do otherwise.

Students who are not under direct supervision of an adult when the Code Red signal is given will find the nearest adult and follow their directions.

Any visitors to the school will remain where they are, assuming they are either in a classroom or in an office. If in neither location, they should go to the nearest classroom and follow the teacher's instructions.

The secretary or someone else who is in the Command Center at the time the emergency is declared will call each classroom by telephone and ascertain the names of any missing students or students who entered after a Code Red – No Respond was given. The Sweep Team will collect the Code Red Attendance Sheets during a Code Red – Respond.

**Code Red – Respond** – Is used, at the designation of the Administrator-in-Charge when in her/his opinion an emergency/crisis has occurred and it requires the holding of students for a period of time. The command activates the ERT who will respond to the Command Center and receive their instructions. All adults not having direct supervision of children will report to a designated location and assist in the sweeping of the school for stray children and guests. Teachers will follow the same procedures as they would for a Code Red – No Respond except there is no need to move children away from windows or to sit on the floor.

A Code Red signal should never be used for **fire/explosion** or **weather emergency**. These events have their own signal and should not be confused with Code Red situations.

## **Practical Application of a Code Red Drill**

Assume the following scenario: a female student runs into the office and excitedly tells you that she has just come from the girls' restroom on the second floor of the school and that there is a female student lying on the floor bleeding. It appears to her as though the student has been stabbed. What do you do?

Also assume this is a middle school with 2,000 students and 140 staff members. You are the principal, with three assistant principals and a school nurse. The school is located on a 40-acre lot and is composed of three buildings. The school is equipped with hand-held radios and you have a cellular phone.

### **Phase I: The First Ten Minutes**

- A. Believe the messenger.
- B. Isolate the witness with an adult.
- C. Dispatch the school nurse and one administrator to the scene.
- D. Call 911 (the secretary should make this call and keep a log of all outgoing and incoming calls).
- E. Declare a **Code Red – Respond**. This automatically activates the ERT who responds to the Command Center (normally the main office).
- F. Shut off the school's bell system (this should be a pre-assigned responsibility for someone on the ERT).
- G. Notify the superintendent's office and your OPs VP of the situation. The superintendent and the OPs VP will be responsible for notifying appropriate personnel at the District and at Edison Schools.
- H. By radio, confirm the name of the injured student, physical condition, and the identity of the assailant, if known.
- I. ERT and Teachers will implement **Code Red** procedures.

**NOTE:** The AIC, does not, repeat, does not go to the scene of the crime. A crisis is an event that requires management. The AIC must be the manager. There are a number of activities that need to be coordinated during a crisis, and the AIC must perform these tasks.

### **Phase 2: The Next Fifty Minutes**

- A. The ERT members have assumed their pre-designated area of responsibilities:
  - 1. Site coordinator has responded to scene and secured same until police/medics arrive.
  - 2. Police/fire coordinator has responded to front of school (or closest entrance to injured) to await arrival of the police/medical units.
  - 3. Sweep Team coordinator has divided responding adults into teams, and they are checking the school and picking up the Code Red Attendance Sheets from each classroom. ***Tip:*** Color code your floor plan. Put sweep team responsibilities on the back of the floor plan. Distribute the color-coded sweep team layout along with the identifying armband.
  - 4. Media coordinator is prepared to meet the press and deal with their needs.



5. Parent coordinator is preparing for the arrival of parents and has identified a location in which they can wait.
  6. The Recorder (typically the school secretary) has taken the appropriate notes and has made the necessary telephone notifications.
- B. Notification is made to the parents or guardian of the injured child and the parents or guardians of the witness.
- C. The Code Red Attendance Sheets are being complied by the attendance officer. This information will be provided to the police if necessary. Remember to check these sheets with the visitor's log and the early release log.
- D. Assuming the injured child will be transported to the hospital, a staff person (someone the child knows) will accompany the child to the hospital. Keep the school nurse on campus. There may be a greater need for his or her services at school. The adult accompanying the child has three tasks to perform:
1. Be supportive and calming to the injured student.
  2. Be the AIC's representative when the parent(s) or guardian(s) arrive at the hospital.
  3. Be resourceful in obtaining accurate medical information on the injured child.
- E. The AIC meets with the police for a briefing on the status of their investigation. School will render whatever assistance is required to accommodate the police investigation. If a student suspect has been identified, the AIC will have that student's parents notified.
- F. The superintendent and OPs VP will be provided with an update on the situation.
- G. No child will be released to a parent or guardian while a **Code Red** is in effect.

### Phase 3: The Remainder of the Day

- A. The AIC, after consultation with the investigating officer, will stand down from the Code Red. This is best accomplished by announcing to the school an **All Clear** signal.
- B. At this time, any adjustment to the bell schedule will be announced.
- C. With the assistance of the OPs VP, the AIC has prepared a written news release. This statement should be written and reviewed by someone other than the AIC. *A good rule to follow is to let the police handle any questions about the actual crime, and the AIC deals with what the school did in response to the incident and what will occur for the rest of the day and on subsequent days.* Inflammatory words, such as **stabbed, attacked, knifed** and so forth, should not be used.

In this particular case, the press statement might sound like this:

“At 10:15 this morning, we were notified that a 15-year-old 10<sup>th</sup> grade female student had been injured in the restroom. Immediately upon notification we implemented our Emergency Response Plan. Emergency units responded to the school and provided first aid to the injured student. As part of our Emergency Plan, a Code Red was declared, which effectively held all classes until the emergency units responded to the school. The child was transported to the county hospital where she was treated and released to her parents.

As a result of this incident, we modified the remainder of the school day. I have met with my staff, and we are making arrangements for additional counseling staff to be on campus tomorrow. Additionally, there will be a meeting for concerned parents tomorrow evening at 7:30, here at the school.”

The key is to stick to the facts and do not allow yourself to be dragged into responding to hypothetical questions.

- D. The superintendent and OPs VP is provided with a detailed briefing on the entire event.

**NOTE:** In some school districts, the superintendent of schools will very likely respond to the scene of an emergency. At all times, the AIC should be allowed to continue managing the crisis. The superintendent’s role is to make sure no one interferes with the orderly operation and to see that additional resources are provided at the appropriate time.

- E. ERT members will be dispatched to individual classrooms to advise students and staff as to what has occurred.
- F. The Sweep Team members will be utilized to bring children from the classroom to parents who insist on taking their child(ren) home. Parents will be required to sign for their children before they are released.

- G. AIC meets with ERT members for a quick briefing on how things went. This will also offer the AIC an opportunity to gather facts he or she might not be aware of prior to the staff meeting.
- H. If time permits, a statement (perhaps simply a copy of the press release) needs to be prepared to be sent home with the students.
- I. Whenever a Code Red is declared, an emergency staff meeting will be held at the end of the school day. At this meeting, the staff should be briefed on the nature of the emergency, the status of the police investigation, the physical condition of the injured student, and what they can expect the next day. Be prepared to answer their questions. Of great concern is not only what happened but why it happened.
- J. Following this meeting, it is time to visit the injured child and her family.
- K. As the last order of business for the day, check with the police for an update on their investigation. The longer the case remains a mystery, the higher the feelings of anxiety will be for both students and staff.

#### **Phase 4: Subsequent Days**

- A. The morning following the incident, meet with the ERT and discuss the day's plan. Prepare a statement to be placed in each staff member's mailbox setting forth all the latest facts as well as any changes to the current day's schedule. If counseling is needed, information on how and where it will be available needs to be provided to staff.
- B. Be prepared to respond to parent inquiries and additional coverage from the media.
- C. Prepare for the parent meeting that will be held that evening. The ERT should be present, as well as the superintendent, Edison representatives, police representative and some fellow school principals. There is a need to rally around the flag and be supportive of one another.

How long Phase 4 lasts will depend upon a number of variables. The seriousness of the event, the amount of media coverage the event receives, the community's reaction, the political ramifications this event might have caused, how your handling of the initial crisis is viewed, how your staff and students reacted to the event, and what measures you have taken to bring closure to the crisis, will all determine the longevity of Phase 4.

#### **Closure**

Every principal who has experienced a major crisis agrees that bringing closure to the event may prove to be the most challenging aspect of dealing with a crisis. There will be no shortage of suggestions on what might have been an appropriate response to the event. The problem is that each crisis has an emotional component to it that needs to be recognized and addressed. Your students and staff will need time to grieve, to express their sense of loss, and to deal with their

fears and anxieties. Remember, whatever you are willing to do for the most popular student/staff member, you must be willing to do for the least popular.

These emotional needs might be expressed days, sometimes weeks, and even months after the event. Schools are very good at providing counseling services following an event. Watching for signs of emotional distress that will require a referral for additional counseling is important.

Do not overlook the need for counseling for administrators after dealing with an emotionally charged event. It is quite common for a school administrator to deny these needs and hunker down and carry additional burdens. Give yourself a break. You are human, and you need to acknowledge your personal needs.

## **Format of the Emergency Management Plan**

A sample Emergency Management Plan has been provided in Section 3. All of the pertinent information a plan should contain has been included. Use it as a starting point and modify the plan to fit your particular school's needs.

On the back cover of your plan, include a floor plan of your school. On this diagram identify the location of your Primary Command Center and your Secondary Command Center. You will need to identify a Secondary Command Center in case your primary one is not available. In considering a Secondary Command Center, it should be a room with a telephone, accessible from the outside without having to enter through the main door of the school, and large enough to house the ERT.

In addition to identifying Command Centers, the location of every phone in the school needs to be noted on the diagram. Finally, note the location of shut-off switches/valves/controls for electrical service, gas, oil, and water. The actual devices should be color-coded so that someone other than the building engineer will be able to shut the system down if required.

## **How Do You Know Your Emergency Management Plan Works?**

In order to ensure the effectiveness of the plan and evaluate staff preparedness, a Code Red should be practiced at least two times a year. One drill should take place while the principal is present in the building. The second drill should be called in by the principal when he/she is not on site. This is the only way to know if the plan works and if the staff can perform without the principal. At this time you detect any weaknesses in the plan and adjust it accordingly. See sample drills in Section 5.

# **Emergency Response Kit**

## **The Emergency Response Kit Should Contain**

- This document
- Portable telephone
- Flashlight
- Stick on name tags
- Marking pens
- Hand-held radio
- First aid supplies
- Whistle
- Master keys
- Class lists
- Rubber gloves
- Blank Notebook
- List of Staff
- Emergency Contact List
- Disposable camera with flash
- Duct tape
- Bullhorn

This kit should be kept in the Primary Command Center in a location that is known to the members of the Emergency Response Team.

# Emergency Response Kit Order Form

The following items can be ordered from the NYO. Please complete the form and send to Brian Bugge for processing. Fax form to 212.419.1868 or email [bbugge@edisonschools.com](mailto:bbugge@edisonschools.com).

ITEM	COST PER ITEM	QUANTITY	TOTAL COST
Emergency Response Kit Bag	\$15.40		
Flashlight	\$6.30		
Name tags			
Marking Pens	\$0.90		
First Aid Supplies			
Whistle	\$1.70		
Rubber Gloves			
Disposable Camera with Flash	\$10.00		
Duct Tape			
Bullhorn	\$22.50		
Total			
Name:			
School Name:			

**NOTE:** All of these emergency response kit items, as well as other safety items, can be ordered through the Safety Store, available on the risk management home page of the Common, Edison's internal network.

## SECTION 3:

### Code Red – No Respond

**A verbal command – no one moves in the school until the police arrive on the scene**

**This situation involves one of the three conditions:**

- a. gunman in the school**
- b. shots being fired**
- c. a hostage situation**

# **Armed Intruder/Hostage Situation/Shots Fired**

## **General Procedures**

1. Assess the situation and remain calm.
2. Notify the Administrator-in-Charge of situation and call 911.
3. Obtain accurate information:
  - Where in the building is the event occurring?
  - How many are involved (both perpetrators and hostages)?
  - What demands, if any, have been made?
4. Render appropriate assistance.

## **AIC Responsibilities**

1. Direct 911 to be called.
2. Declare a Code Red – No Respond.
3. Isolate the area.
4. Direct all appropriate notifications be made.
5. Await the arrival of the police, and provide needed assistance.
6. If the decision is made to evacuate the unaffected portion of the school, accountability for all evacuated students and staff becomes a critical issue.
7. **Remember that the job of resolving the incident belongs to the police. The AIC's job is to facilitate their efforts.**

## **Teacher/Staff Responsibilities**

1. If directly involved, follow the instructions of the intruder.
2. Attempt to summon help if it can be accomplished without placing yourself or others in further danger.
3. Await the arrival of the police.
4. Remember, time is on your side. Don't threaten or attempt to intimidate or disarm the intruder.
5. If students are involved as victims, attempt to keep them calm and minimize their involvement with the intruder.
6. If not directly involved, follow instructions quickly and without comment.
7. When notified of the Code Red, follow established procedures.
8. Be able to account for all students under your control.



## SECTION 4:

### Code Red – Respond

**A verbal command that activates the  
Emergency Response Team**

## **Assault on Staff Member by Student**

### **General Procedures**

1. Provide medical attention for staff member.
2. Notify office and administration.
3. Determine if the victim wishes to make a police report of the incident. If a weapon was involved or the injury required more than minor first aid, the police must be called.
4. Complete intentional assault (where the student has attacked the staff member with intent to cause physical injury) or reckless assault (where the student has inadvertently struck a faculty member without personal regard) forms as appropriate.
5. Complete workman's compensation in the insurance database if staff member is injured.
6. Take statements and interview witnesses and contact the Edison General Counsel's office to consider depositions if the situation warrants.
7. Inform the student's parents or guardian.
8. Assess the need for disciplinary action.
9. Inform the District or Board President and Edison Vice President.
10. Prepare for media coverage.

# **Bomb Threats**

## **General Procedures**

1. Evacuation route should be posted in every classroom.
2. Use checklist (in the appendix) to record information about telephone bomb threats. Listen to the message without interrupting the caller. Write down the message, noting time of call, unusual background noises, and estimated age of caller, and try to keep the caller talking. Attempt to ascertain from the caller the type of bomb, where placed, time of detonation, and reason school has been targeted.
3. After caller has concluded his or her threat, hang up and immediately lift the receiver and press \*69 (call trace).
4. If school has caller ID, note the number from which call was made.
5. Notify Main Office/Building Administration.
6. If threat is written, place it in an envelope or plastic bag.
7. Notify the District or Board President, Edison Operations Vice President and Brian Bugge (212.419.1671).
8. Prepare media statement and flyer to inform parents.

## **AIC Responsibilities**

1. Evaluate the bomb threat and determine if building evacuation is necessary (in some jurisdictions it is mandated that schools will be evacuated every time a threat is received).
2. If threat is deemed valid:
  - Call 911 – advise building is being evacuated because of a bomb threat.
  - Activate ERT.
  - Turn off bell system.
  - Don't use PA system.
  - Turn off all two-way radios.

**NOTE: Do not utilize the fire alarm system to evacuate the building.**
3. Dispatch ERT to notify each classroom of the need to evacuate the school. While completing this task, conduct a limited search of common areas of the school.
4. In consultation with police/fire officials, determine when it is safe to reenter the school.

## **Teacher/Staff Responsibilities**

1. Upon receipt of notification to evacuate the school, conduct a limited search of classrooms to determine if any strange or unknown objects are in the room.
2. Proceed to pre-designated evacuation point with class roll book.
3. Maintain control of students and advise ERT of any missing children.
4. Do not reenter the building until directed to do so by an ERT member or someone in authority.

## **Device Found**

Upon discovery of a suspicious device, immediately send word to the AIC. If the device is found in a classroom with students, immediately, but in an orderly manner, evacuate the classroom. **UNDER NO CONDITION ATTEMPT TO TOUCH OR MOVE THE DEVICE.**

## **AIC Responsibilities**

1. Upon notification of a device found:
  - Call 911 – advise building is being evacuated because a suspected bomb has been discovered. If possible, give a description of the device.
  - Activate the ERT.
  - Turn off the bell system.
  - Turn off all two-way radios.
  - **Do not use the fire alarm system to evacuate the building.**
2. Dispatch ERT to begin the evacuation process. The order of evacuation should be:
  - Classroom in which the device is located.
  - Classrooms on either side of, across the hall from, that back up to, or are directly above or below the classroom containing the device. Continue increasing the size of the evacuation until all students and staff are at a safe distance.
3. The evacuation must be conducted in an orderly and controlled manner so as not to create an unstable environment which may exacerbate the situation.
4. In consultation with police/fire/bomb disposal officials, determine when it is safe to reenter the building.

### **Teacher/Staff Responsibilities**

1. Upon receipt of notification to evacuate the classroom, proceed to pre-designated evacuation location with class roll book.
2. Maintain control of students and advise ERT of any missing or unaccounted for students.
3. Do not enter the school until directed to do so by an ERT or police/fire authority.

## **Bomb Threat Checklist**

**LISTEN!! Do Not Interrupt the Caller!!**

Where is the bomb planted? \_\_\_\_\_

When will it go off?      Hour \_\_\_\_\_ Time Left \_\_\_\_\_

Who is calling? \_\_\_\_\_

Did the caller appear to be familiar with the area or the building?

Identity of Caller:      \*Male      \* Female      Estimated Age \_\_\_\_\_

## Voice Characteristics:

Loud	Soft	High Pitched	Low Pitched
Raspy	Clear	Intoxicated	

## Speech:

Slow	Fast	Distinct	Distorted
Stutter	Slurred	Nasal	

## Accent:

Local	Not Local
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### Language:

Excellent	Good	Fair	Poor	Foul
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### Manner:

Calm	Angry	Rational	Irrational
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## Background Noise:

Inside	Outside	Street Noises	Airplanes	Quiet
Voices	Party	Animals	Office Machines	

Factory machines

**Write the message exactly as the Caller said it.**

Person completing this form: \_\_\_\_\_

## **Civil Disturbance**

Civil disturbances such as a public or a student demonstration on school grounds having the potential to injure staff or students, damage property or disrupt instruction are grounds to put the following procedures in action.

### **General Procedures**

1. Contact office and administrators when a civil disturbance is observed.
2. Call security or 911 if warranted.
3. Assess the danger of the disturbance and issue a code red if necessary.
4. Prepare a flyer to inform parents of the incident.
5. Inform the District or Board President, Edison Operations Vice President and Brian Bugge (212.419.1671).

# Death of a Student/Staff Member

## **General Procedures**

If not occurring on school property:

1. Upon notification of death, arrange for an emergency staff meeting where procedures will be reviewed and current information be provided.
2. Arrange for counseling services for students and staff.
3. Prepare a notice to be sent home to parents with particulars regarding any arrangements that may have been decided by the family of the deceased.

If occurring during the school day, on school property, follow the Code Red procedures and treat the event as a criminal act.

## **AIC Responsibilities**

1. Call a meeting of ERT to formulate the school's response to the notice.
2. Activate the telephone tree to school staff if notification is received after school hours or during non-school days.
3. Contact family/friends of the deceased to offer support and obtain information regarding arrangements.
4. Arrange for appropriate counseling services.
5. Update information to staff and parents as it becomes available.
6. Work with family(ies) on funeral/memorial plans.
7. If the student or staff member had personal property in school, secure the property, including locker contents, until authorized to release same to family or relative.

## **Teacher/Staff Responsibilities**

1. Keep informed of plans and procedures that may be implemented in response to the death.
2. Be observant of students' and fellow staff members' reaction to news. If required, refer the person(s) to counseling.
3. Do not deny your own emotional response to this situation, and seek appropriate help.
4. Assist in bringing closure to the event.

# **Disruptive Student**

## **General Procedures**

1. At the beginning of each school year, every teacher is to develop a “Clear the Room” procedure. This procedure includes step-by-step instructions of what to do should a student begin to throw things or attack other students or staff.
2. “Clear the Room” procedures should state to which teacher the students should report.
3. The receiving teacher will notify the office immediately.
4. The teacher must stay with the disruptive student until assistance arrives.
5. Students will not return to their classroom until notified by the sending teacher.

## **AIC Responsibilities**

1. Respond to the classroom as soon as possible.
2. Assist the teacher with the student.
3. Involve other staff as necessary.
4. Call 911 if situation does not abate.
5. Review each plan and require that the plan be practiced so that students will know what to do.

## **Teacher/Staff Responsibilities**

1. In concert with receiving teachers, develop the “Clear the Room” plan.
2. Develop an alternative plan for when receiving teacher is not in the room.
3. Instruct students as to their roles if plan is implemented.
4. Stay with the out-of-control student.



# **Explosion**

## **General Procedures**

1. Upon the sounding of a fire alarm, everyone in the school should leave the building in a calm, orderly manner with classes led by teachers.
2. Any students separated from their classes should be incorporated into any adult-led group.
3. Follow the evacuation routes established in the fire drill plan. Wait at least 300 feet from the building.
4. Staff without classes should monitor crosswalks or other posts to locate children that may have been separated from adult supervisors.
5. Teachers should have class rosters so that each student can be accounted for once evacuation is completed. Names of any students unaccounted for or students that have joined groups other than their own classes in the evacuation process should immediately be given to the AIC.
6. The AIC should formulate a list of students that could still be in danger with the assistance of other administrators or staff.

## **Hazardous Material Spill**

Hazardous substances include chemicals, asbestos, mercury (from thermometer), gasoline or oil, and burned-out/leaking ballast.

### **General Procedures**

1. Contact the main office and administration about the spill.
2. Notify the custodial staff of the spill.
3. Evacuate and close off the area of the spill.
4. Assess the need for medical attention for anyone exposed to the hazardous fluids and call
5. the school nurse or 911 officials to the location of the spill if necessary.
6. Record the names and personal information of any persons exposed to the spill.
7. Call the Environmental Health and Safety Office in your area or other appropriate local agencies.
8. Notify the District or Board President, Edison Operations Vice President and Brian Bugee (212.419.1671).
9. Assess the need to inform parents about the spill and prepare a media statement if warranted.

# **Kidnapping or Missing Student**

## **General Procedures**

1. Upon discovering that a child is missing or abducted, immediately inform school administration. Obtain a detailed description of abductor, including physical appearance, type and color of clothing, and make, model, color and license number of any vehicle used in the abduction. Also obtain a detailed description of clothing, and the time and location when the child was last seen.
2. Treat custody dispute cases as possible kidnapping situations.
3. Consider generating an informational flyer to parents about the dangers of abduction, especially if the incident took place en route to school.
4. Consider increasing school security or its structure.
5. Inform the School District, Board President, Edison Operations Vice President and Brian Bugge (212.419.1671).

## **AIC Responsibilities**

### **Abduction**

1. Call 911 and advise of the abduction.
2. Provide the 911 operator with a description of vehicle with license plate number, if known.
3. Notify custodial parent.
4. Provide support services as needed.
5. If this abduction was witnessed by other students, notify their parents, as the children will be upset.
6. Brief ERT on the situation and arrange for counseling for the next day.

### **Missing Student**

1. Conduct an immediate search of school and school grounds. The extent of the search will depend upon the age, emotional stability, and past history of the student.
2. Call 911 and parents of missing student.
3. Check student's locker and desk for any indication of why incident occurred.
4. Interview student's friends for information.

## **Teacher/Staff Responsibilities**

### **Abduction**

1. If abduction occurs while class is in session, attempt to persuade the abductor not to commit the act.
2. If unsuccessful in persuading the adult not to carry out the abduction, do not place yourself or other children in harm's way.
3. Immediately notify the office and provide as many details as possible.
4. Maintain control of remaining students.

### **Missing Student**

1. Immediately notify the office when advised that a student is missing.
2. Assist AIC with questioning of friends and fellow classmates as to why student is missing.

3. Maintain control of remaining students.

## **Spilled Bodily Fluids**

Spilled body fluids have the potential to infect people with Hepatitis B, HIV or other serious illnesses. School custodians should be familiar with safe clean-up procedures.

### **General Procedures**

1. Contact the main office and locate a custodian for clean up.
2. Assess the need for medical help for the victim.
3. Wear disposable latex gloves and avoid getting spilled body fluids in your eyes, mouth, or open sores when assisting the victim.
4. After providing assistance to the victim, be sure to wash hands and arms with soap and water when latex gloves are removed.
5. If any students have been exposed to the victim's bodily fluids, send them to the school nurse for examination and care.
6. The custodial staff should take special care in cleaning the body fluid spill. Use a germicidal disinfectant.
7. Place contaminated fluids and clean-up materials in plastic bags, seal bags and place in a plastic-lined garbage container specially labeled for biohazard precautions.

# **Student With a Gun**

## **General Procedures**

**IF THE STUDENT IS DISPLAYING A GUN IN A MENACING MANNER, TREAT THE INCIDENT AS A HOSTAGE/ARMED INTRUDER EVENT. IN ALL OTHER SITUATIONS:**

1. Notify the AIC.
2. Assess information
3. Keep calm until assistance arrives.
4. Contact parents of the student(s) in possession of another weapon (or toy).
5. Inform the District or Board President, Edison Operations Vice President and Brian Bugge (212.419.1671).

## **AIC Responsibilities**

1. Call police for assistance. It is not recommended to call 911 because of the response of media and parents.
2. Respond to the scene and make an assessment of the situation. If use of the weapon is not being threatened, time is on the AIC's side.
3. Attempt to isolate the student. If this cannot be accomplished under existing conditions (i.e. student is in a place surrounded by other students), keep student under surveillance until he or she can be safely isolated.
4. Once student has been isolated, disarm the student.
5. Turn all weapons over to the police.

## **Teacher/Staff Responsibilities**

1. Upon being made aware of the presence of a gun in school, notify the AIC.
2. Under no conditions should a teacher or staff member attempt to confront or to disarm the student.
3. As long as the gun is not being displayed and no one is being threatened, time is on the AIC's side.
4. If this event is occurring in a classroom, and time permits (at least ten minutes before classes change), send a message to the teacher next door.
5. Meet the responding administrator at the door and advise him or her who the student is, where seated, and current behavior of the student.
6. If there is less than ten minutes before classes change, wait until just before the bell is to ring and ask the student to remain in class to assist you with carrying something to the office.
7. If #6 is not successful and the bell rings to change class, immediately tell the teacher next to your classroom of the situation and follow the student to their next class.

# **Suicide or Suicide Threat or Attempt**

## **General Procedures**

1. Always assume the victim is alive!
2. Administer emergency first aid.
3. Notify the AIC.
4. Stay with the victim until help arrives.
5. Limit access to immediate area until police arrive (treat as a crime scene).
6. Prepare an informational flyer for parents of the students in the victim's class.
7. Notify the District or Board President, Edison Operations Vice President and Brian Bugge (212.419.1671).

## **AIC Responsibilities**

### **Actual**

1. Assess the situation.
2. Direct that 911 be called.
3. Declare a Code Red – Respond.
4. Direct that appropriate notifications are made.
5. Isolate all witnesses; if they are students, notify their parents.
6. Direct that personal property of the victim be secured. This includes items in classroom and in locker.
7. If victim has siblings in your school, bring them to a secure area until their parents arrive at the school.
8. If victim has siblings in other area schools, notify their administrators.
9. Be prepared to deal with media.
10. Arrange for counselors for students and staff.
11. Make contact with parents of deceased student.

### **Attempted**

1. Assess situation.
2. Direct that appropriate notifications be made.
3. If required, call 911.
4. Deal with siblings as set forth above.
5. If Code Red was not called, hold an emergency staff meeting at close of school to brief staff.
6. Arrange for additional counselors if needed.

## **Teacher/Staff Responsibilities**

### **Actual/Attempted**

1. Immediately notify the AIC.
2. Administer first aid/CPR (if knowledgeable).
3. Secure the area until an administrator arrives on the scene.
4. Once relieved, teacher responds to his or her classroom and maintains order.

### **Rumors**

1. Treat all verbal and written threats as a serious matter.
2. Immediately notify the AIC about the information.
3. Assist in the evaluation of the threat with other staff.

# Trespasser in Building

## General Procedures

1. Upon recognizing that an unauthorized visitor has entered the school, notify the police of the situation and issue a Code Red to the school over the P.A. system.
2. Teachers should recall students in halls, lock doors, and remain with their classes at all times.
3. An administrator should locate the trespasser and treat them as if they are simply a visitor who has failed to register in the office and kindly invite them to do so.
4. If the trespasser refuses to register in the office and flees the scene instead, obtain an accurate description and inform the police.
5. When the trespasser has registered in the office, has fled or been escorted from the scene, make a P.A. announcement that the Code Red situation has ended.
6. Notify the District or Board President, Edison Operations Vice President and Brian Bugge (212.419.1671).
7. Prepare for possible media coverage.
8. Consider formulating an informational flyer for parents.



## SECTION 5:

### Other Emergencies Not Requiring a Code Red

# **Bus Accidents**

## **General Procedures**

1. Upon learning of an accident, obtain the bus number, location and time of accident, number of injuries sustained, whether police/fire/ambulance is on the scene, and the location of all injured parties from the person notifying the administration or other school employee.
2. Notify the AIC.

## **AIC Responsibilities**

1. Dispatch ERT to accident scene with Emergency Response Kit.
2. Notify the District or Board President, Edison Operations Vice President and Paul Stasz (212.419.1668).
3. Notify transportation supervisor and arrange for additional buses, if required.
4. Obtain list of students who were on the bus and have their emergency notification cards pulled.
5. Determine if siblings of bus-riding students are still at school. Assemble these students and advise them of the accident and make them available for parent pick up.
6. When advised by ERT on scene of current status, direct appropriate notifications to be made.
7. If appropriate, respond to the hospital.

## **Responsibilities of Staff Person Riding on Bus**

1. Assess the situation and call 911 if appropriate.
2. If danger of fire or if vehicle is in a precarious position, evacuate the bus and direct students to a safe location.
3. Have older students assist younger students.
4. Notify the school of the accident and the extent of the injuries.
5. Keep children under control. Have adults in area assist with tasks.
6. If students are transported to hospitals, determine which student(s) are going to which hospitals.

## **Responsibilities of ERT Responding to the Scene**

1. Assess the current situation and advise the AIC.
2. Assist in the movement and/or control of non-injured students.
3. If parents arrive on the scene and wish to remove their child/children, record this information.
4. Designated ERT respond to the hospital(s) and provide support to injured students and their parents. Keep the AIC updated on all medical conditions of students and staff.
5. Designated ERT member handles media inquiries at the accident scene. The hospital spokesperson will handle any inquiries regarding treatment of injured students.
6. Provide parent contact information to hospital if needed. Call parents from school in the case of uninjured students.
7. Returning uninjured students should be examined by the school nurse, school counselor or social worker, provided with breakfast or snack as appropriate, and be given the option of returning home for the day.

8. Secure copy of police report.
9. Prepare for possible media focus.
10. Create informational flyer to inform parents of accident.

## **Child Does Not Arrive Home**

(within a reasonable time)

### **General Procedures**

1. If the school learns that a child has not arrived home from school in a reasonable amount of time, contact the child's last classroom teacher of the day to find out the child's normal end-of-day habits.
2. Notify the police and request that they commence an investigation into the situation if the child has been missing for an extended period of time.
3. Organize the child's teachers, friends, and companions for interview with the police.
4. Attempt to locate the last person to see the child.
5. Send a school representative (preferably the student support manager/school counselor) to the child's family home to comfort his or her parents and relatives.
6. Work cooperatively with the authorities to assist in locating the child.
7. Prepare a media statement.
8. Compose a flyer informing parents.
9. Inform your District or Board President, Edison Operations Vice President and Brian Bugge (212.419.1671).

## **Critical Condition/Hospital Treatment**

### **General Procedures**

1. If a child becomes in need of immediate hospital treatment at your school, notify the office as to the person's location and condition, but stay with the victim.
2. Call 911.
3. Secure medical help available in the school (school nurse and CPR providers).
4. Evacuate any students who may be present and secure adult support.
5. When help with the victim is secured, the teacher helping the victim should rejoin her or his class.
6. The person accompanying the child to the hospital should take the medical emergency form kept in the office.
7. Review the student's health file kept in the nurse's office for pertinent information such as drug allergies, last tetanus shot, and medications taken. Relay this information to the hospital.
8. Notify the victim's family.
9. Consider composing a flyer to inform parents of the incident.
10. Notify the District or Board President, Edison Operations Vice President and Paul Stasz (212.419.1668).
11. Arrange for counseling sessions with witnesses as necessary.

# **Electrical Failure**

## **General Procedures**

1. Communicate with school administration when a power failure in any part of the school building is observed.
2. Inform the custodial and security staff of the situation.
3. Check elevators affected by the outage for stranded occupants. If there are stranded elevator passengers, a staff member should be assigned to stand outside on the nearest floor to facilitate communication with the person(s) inside.
4. Assess need for further assistance.
5. Consider the need for evacuation or early dismissal of the school on the basis of the time it will take to restore power to windowless areas, heat or air conditioning, meal preparation facilities, and water services in rural areas.
6. Should the school be without electricity for an extended period, contact your District or Board President and your Edison Operations Vice President.

# **Evacuation of Disabled Students**

## **General Procedures**

An individual plan should be formulated for each disabled student in your school who requires assistance during an evacuation due to physical, cognitive, or emotional/behavioral needs. This plan should be reviewed with all staff directly involved with the student, including (but not limited to) the school nurse, classroom and special teachers, and all adults assigned to aid disabled students in an emergency requiring evacuation.

Options include:

1. Overriding discontinuance of elevator (physical disability).
2. Carrying student (physical disability).
3. Adult and student waiting for fire department in prearranged area (physical disability)
4. Staff person assigned to specific student(s) to assist student during an evacuation.

When developing your individual plans for disabled students, consultation with the fire department is strongly advised.

## **Forced Entry/Theft of School Property**

### **General Procedures**

1. If evidence of forced entry or theft is seen, notify the main office first.
2. Notify security and 911.
3. If the crime is in progress, do not confront the perpetrator and avoid being noticed. Instead, attempt to collect a physical description and a license plate number of any vehicle the perpetrator may be using. Watch the direction in which the criminal flees.
4. Secure the crime scene. Prevent others from entering, and do not disturb possible fingerprints, shoe, or tire impressions.
5. Notify staff to increase security measures.
6. Notify the District or Board President, Edison Operations Vice President and Brian Bugge (212.419.1671).
7. Prepare a list of missing items with serial numbers, make, model, and estimated cost.
8. Organize all witnesses for police interviews and be as helpful as possible to the authorities.
9. Obtain a copy of the police report.
10. Prepare a media statement and to ease the worries of parents, draft an informational flyer.



## SECTION 6:

### Crisis Communications & Incident Reporting Guidelines

# **Crisis Communication Guidelines**

A crisis that takes place at a school impacts the entire community and is likely to draw media attention. Ineffective handling of a crisis can endanger the welfare of all involved and negatively impact Edison's public image with parents, teachers, school boards and communities. Each Emergency Response Team must be prepared to deal with the media on site and create press statements for release to the public. In addition, Edison marketing and communications and school operations divisions need to be apprised of any serious crisis situation that occurs.

## **Notification**

When a crisis occurs on site, key people at Edison headquarters must be made aware of the situation. Principals, or their designees, must contact their regional vice president as soon as the situation is secure. At Edison headquarters the points of contact are Martha Olson, District, Joe Keeney, Charter Partnerships, Brian Bugge, School Safety & Paul Stasz, Risk Management.

## **Who Should Communicate?**

A member of the Emergency Response Team will be appointed as the Media Coordinator. This person will assist the AIC in the preparation of a news statement for release to the public. On site the Media Coordinator will meet with the press and arrange for their needs. If possible, there should be a pre-designated area where the media can work and/or hold news conferences. The Media Coordinator will also be responsible for recording duties, noting when notification of the Emergency Response Team took place and what other parties were notified. They will maintain a log of the sequence of events as they unfold. The Media Coordinator will ensure that the person who is answering the phones at the school has a prepared statement to read as well as a prepared notice for staff and parents.

## **What Should Be Communicated?**

Once verification of the crisis has taken place, a formal statement including minimal details, can be prepared for release to the entire school, indicating that more information will be forthcoming. The AIC and the entire Emergency Response Team should review this statement before it is released. Avoid using inflammatory words and phrases. A copy of this statement must be provided to staff members handling phone inquiries.

## **General Guidelines for Dealing With the Media**

1. Convey the message that immediate and appropriate actions are being taken to investigate and address the situation.
2. Information should be as up to date and complete as possible, focusing on the school's response to the situation and any changes in the school schedule for the following day.
3. The primary concern is for the safety and welfare of the students and staff.
4. The police or local authorities should address questions about the specifics of any crime.
5. Do not release the names of any students.
6. Do not be defensive or argumentative.
7. Do not confirm or deny statements from the media.
8. Do not give more information than is necessary.
9. Do not delay in responding to the media.

## **When Should Communication Happen?**

Communication with Edison operations and marketing and communications should occur as soon as possible after the safety of the students and staff has been secured. Communication with outside sources should occur once verification of the crisis has taken place and the Emergency Management Team has been assembled and briefed.

## **Edison Schools Inc Phone Tree**

### **Joe Keeney**

President of Charter School Partnerships  
(212) 419-1652

### **Martha Olson**

President of District Partnership Schools  
(212) 419-1657

### **David Graff**

General Counsel  
(212) 419-1732  
(917) 324-5460

### **Adam Tucker**

Marketing & Communications  
(212) 419-1600

### **Paul Stasz**

VP, Risk Management  
(212) 419-1668

### **Bill Glenn**

Insurance Agent  
(865) 583 - 3724

## **Incident Reporting Guidelines**

Use the following guidelines for reporting and documenting incidents that occur at your school. In any crisis situation contact the appropriate emergency agencies first and follow the procedures described in your Crisis Management Plan. In non-crisis situations notify the appropriate parties via phone or fax within 24 hours after an incident occurs.

*Any incident that involves a violation of state or federal law must be reported to the police.*

## **Type of Incident**

Assault on Staff Member  
Bomb Threats  
Child Does Not Arrive Home (after reasonable time)  
Child Not Picked Up  
Civil Disturbance  
Death of a Student/Staff Member  
Disciplinary Action Resulting in Expulsion  
Fire or Explosion  
Forced Entry/Theft of School Property  
Hostage/Armed Intruder  
Kidnapping/Missing Student  
Natural/Environmental Disasters

- Tornadoes, Earthquakes, Gas Leaks,
- Toxic Spills, Electrical Storms
- Severe Weather Condition

Possession of Drugs  
Report of Gun/Weapon in building  
School Bus Accidents  
Shooting/Stabbing/Extreme Violence  
Suicide – Actual/Attempted  
Trespasser  
Unlawful Conduct

## **Report To**

**ALL PARTIES**  
**PS, SD, VP, MC, RM, WC**  
**P, SD, RM**  
**P, RM**  
**P, SD, MC, RM, WC**  
**P, MC, SD, RM, WC**  
**VP, SD, RM**  
**P, SD, MC, RM, WC**  
**P, VP, RM, WC**  
**ALL PARTIES**  
**ALL PARTIES**  
**P, VP, SD, RM, WC**

**P, SD, RM**  
**VP, SD, RM**  
**ALL PARTIES**  
**P, SD, MC, RM, WC**  
**P, SD, MC, RM, WC**  
**P, RM**  
**P, VP, SD, RM**

## **Codes**

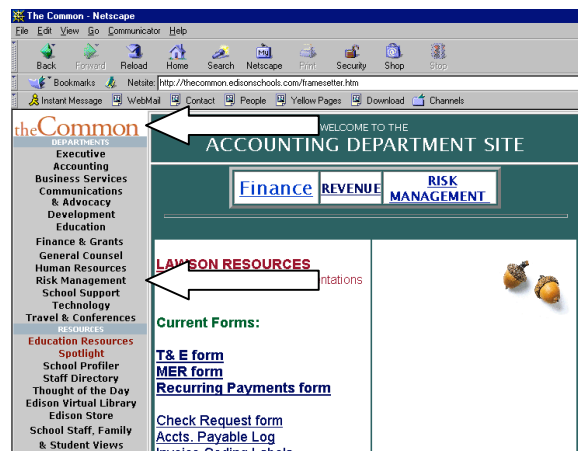
Willis Corroon (WC)  
School District (SD)  
Edison Schools Vice President (VP)  
Police/Local Emergency Authorities (P)  
Edison Marketing & Communications (MC)  
Child Protective Services (PS)  
Edison Risk Management (RM)

# Reporting and Forms

## Edison Risk Management

All incidents and claims reported to Edison Risk Management must be reported using the Insurance Database. All incidents must be reported within 24 hours.

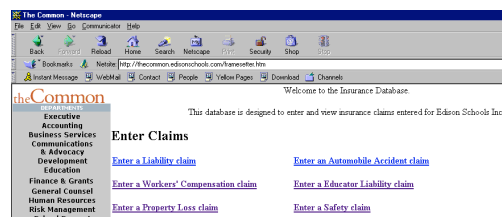
The insurance database is located on the Risk Management Web Page on the Common. Anyone at the school can enter a claim into the database, but you need a password to view existing claims. All principals and BSMs are issued passwords. Additional passwords can be issued at the principals' requests. The BSMs are responsible for submitting all claims into the database, but the following positions should have a working knowledge of the process: Principal, Academy Director, Nurse and UST.



Risk Management Web Page. Click on the insurance database.



The following types of claims can be entered into the database:



**Liability Claims:** Incidents involving injury or death to a student, parent, volunteer or member of the public. This form must be completed for all accidents that involve head injuries.

**Workers Compensation Claims:** Incidents involving an Edison employee who is injured on the job.

**Property Loss Claims:** Incidents when Edison's property is damaged or stolen.

**Automobile Accident Claims:** Incidents involving an automobile accident with Edison employees, students or members of the public.

**ELL Claims:** Incidents involving employment practices and failure to educate claims.

**Safety Claims:** Incidents involving Code Red responses.

Contact Jerry Diaz at 212.419.1740 if you have any additional questions regarding the insurance database.

## **All Other Parties**

Your school district may have specific forms that must be completed. Records of any incidents must also be kept on file at your site. Any district, local or other applicable regulations pertaining to reporting incidents should supersede these recommendations. Independent Charter Principals should consult their Edison Vice President regarding reporting guidelines for Charter Board Presidents.

# SECTION 7:

## Code Red Drills

## **What Do You Do If.....?**

The key to creating a proactive school safety plan is not just creating a document that addresses a number of 'crisis' episodes, but one that prepares staff for dealing with a variety of events that can have a long-lasting and negative impact on a school. Too often, school administrators do not prepare their staff for dealing with such events. Although they themselves may have an idea as to what to do or how to respond, many teachers and support personnel have never had the opportunity to discuss how they personally would respond. Therefore, they have not identified options that are available to them should they be required to deal with an unsettling event or threat to their person.

The following are actual scenarios that have occurred in schools. The suggestions provided for dealing with each one are merely suggestions. Although administrators will have to respond to all of them, there are responses that are appropriate for teachers and support personnel. These scenarios and suggestions should be viewed as starting points for making staff meetings more informative and thought provoking. Challenge your staff to develop their own scenarios and possible solutions. It is always better when the ideas come from within and are not dictated.

**NOTE:** The strongly held belief that "it can never happen here" is one of the most difficult mindsets to overcome. So long as that belief is held by the majority of your staff, effective preparation for dealing with unwanted or threatening behaviors, or a genuine crisis, is almost impossible to achieve. Our suggestion would be to start every staff meeting with a different scenario. Get your people thinking about possible solutions to some very complex issues. The time spent on these discussions may prove to be a "life-saving" experience.

### **For Administrators**

1. You receive a phone call at 2 AM Sunday from the sheriff's office advising you that three of your students have been killed in an automobile accident. Preliminary investigation indicates that alcohol and excessive speed were factors in the accident.

#### **Suggestions:**

- ☐ Verify accuracy of call.
- ☐ Call ERT for an early morning meeting.
- ☐ Notify the superintendent and OPs VP at a reasonable time.
- ☐ Notify the teachers of the student and arrange to have a meeting with them and their classmates early Sunday afternoon
- ☐ Determine if the deceased students have siblings and notify their principals.
- ☐ Determine if any of the students had girlfriends or boyfriends and if so, whether they have been made aware of the accident.
- ☐ Activate telephone tree to notify staff of the accident and to alert them to the emergency staff meeting Monday morning.
- ☐ After meeting with ERT, visit the affected families.
- ☐ Designate an ERT member to be the liaison with each of the families.
- ☐ Direct that deceased students' personal property, located in school hall lockers and homeroom desks, be secured. Make sure that there is nothing in these personal affects that would prove to be an embarrassment to the families.
- ☐ Consider having counselors available Sunday afternoon for fellow students.
- ☐ When funeral arrangements are known, include this information during the staff meeting on Monday.
- ☐ Decide how best to deal with the students on Monday. Many will already know about the accident, but there will be others who do not.
- ☐ Initiate discussion with ERT and superintendent as to an appropriate memorial service that would allow school participation.



2. You receive a phone call at 2 AM Monday from the police department advising you that three gang members who attend your school have been killed in a drive-by shooting. The police are concerned that there may be repercussions at the school.

Suggestions:

- ☐ Verify the call and ask for detailed information.
  - ☐ Notify ERT to meet you at the school at 6:00 AM.
  - ☐ Notify superintendent and OPs VP of the event.
  - ☐ Request police presence at school in the morning.
  - ☐ Activate telephone tree to advise staff of emergency meeting before school.
  - ☐ If rival gang members attend school, arrange to meet with them when they arrive at school.
  - ☐ Determine if any of the deceased students have siblings in other schools and if so, make sure their principals are notified.
  - ☐ Assign an ERT member(s) to act as liaison between the school and the families of the deceased.
  - ☐ Arrange, before students arrive, that all personal property of the deceased is secured.
  - ☐ Arrange for counselors.
  - ☐ Many of the suggestions listed in the #1 scenario are applicable in this situation.
3. A student is found hanging from a support pipe in the boys' restroom, an apparent suicide.

Suggestions:

- ☐ Declare a Code Red – Respond.
  - ☐ Dispatch CPR and first-aid trained staff to the scene and have them administer emergency treatment.
  - ☐ Direct 911 to be called.
  - ☐ Notify the superintendent's office and OPs VP of the situation.
  - ☐ Direct ERT members to perform their assigned tasks. Special emphasis must be given to preserving the crime scene until police arrive and take control of the restroom.
  - ☐ Decide, in concert with the police, how the family is to be notified.
  - ☐ Determine if there are siblings in the school or in other schools and make the required notifications.
  - ☐ Direct that all personal property be secured and turned over to the police to aid in their investigation.
  - ☐ Follow all of the procedures that are set forth in the Code Red procedures.
  - ☐ Arrange for counseling.
4. An irate parent comes into the school office and demands to see his child. You know that the father has been barred by a court order from having access to his child. You attempt to reason with him with no success. The parent pulls a gun from his pocket and takes office staff hostage.

Suggestions:

- ☐ Try not to lose your cool.
- ☐ This is a dispute between the father and mother of the child, not you.
- ☐ Be empathetic with the father. Assure him that you see his side and can only imagine what his level of frustration and anger must be at being denied access to his child.

- ☐ Begin calling the parent by his first name.
- ☐ Offer to help him develop a solution to his problem. Offer to call the court on his behalf and to try and negotiate a compromise.
- ☐ Offer to help the father compose a letter to the court explaining his position (often the writing process helps to alleviate the anger).
- ☐ Tell him how his child is doing. Offer to get the child's record from the guidance office. This might provide an opportunity to have someone summon help.
- ☐ Try and convince him that for his child to see him so upset will have a serious impact on the child.
- ☐ If none of the above is having any positive impact, the decision will have to be made as to whether or not the child will be released to the parent.

5. A teacher comes to you and tells you there is a strange object in her classroom. You examine the object and suspect it may be a bomb.

Suggestions:

- ☐ **DO NOT PULL THE FIRE ALARM OR USE HAND-HELD RADIOS OR CELLULAR PHONES in attempting to evacuate the building.** The use of such equipment may detonate the device.
- ☐ Immediately evacuate the classroom in which the device was found.
- ☐ **Do not touch, handle, or attempt to move the device.**
- ☐ Once the children have cleared the room, evacuate the classrooms that are on either side of and across the hall from the affected room.
- ☐ Instruct one of the evacuated teachers to notify the office of the situation and have the police/fire department called.
- ☐ Instruct each teacher to notify the classroom teachers whose rooms they pass of the need to quickly evacuate their rooms.
- ☐ Assuming for the moment that as each classroom is passed, that room will be evacuated, the principal immediately moves to the floor above the affected classroom and begins the evacuation process, starting with the room directly over the affected room and moving outward from there.

6. Your school is preparing to play a basketball game against your archrival. The winner will go to the regional playoffs; the loser stays home. You receive a phone call from the principal of your rival school advising you that he has been hearing rumors that an attempt will be made to disrupt the basketball game by individuals who may not be students of either school.

Suggestions:

- ☐ In consultation with the calling principal, try to assess the validity of the information.
- ☐ Alert the ERT and have them check with their sources to see if this threat is valid.
- ☐ Initiate discussion with the police. Specifically, find out what information have they developed regarding the disruption of this game and the number of officers they feel are required to cover the event.
- ☐ If there is sufficient time (for example, several days before the game), implement a different color game ticket strategy. Each school will have a different color ticket.
- ☐ Establish pre-event sales only. No tickets will be sold at the game.
- ☐ Arrange for a knowledgeable administrator from each school to be present at the entry point to the gym. This will help exclude unwanted or unauthorized spectators from gaining entrance to the game.
- ☐ Obtain from the visiting school the names of all staff persons who will be attending the game and what type of identification they will be wearing.

- ☐ Both coaches and their respective teams need to be advised of the information received and should be instructed as to appropriate courtside conduct.
- ☐ Consideration should be given to the use of metal detectors for admission to the game.
- ☐ As a general rule, school staff and a limited number of police should monitor the game. The major contingency of police should be outside the school, monitoring the parking lots and streets leading to the school. Once the game starts, “cruising” of the school parking lot needs to be stopped.
- ☐ Arrange for parents of band members, cheerleaders, pompoms, and players to pick their students up in a specific location.
- ☐ Have the visiting team and their support personnel leave the campus as quickly as possible.

## For Teachers

1. A student comes up to your desk and quietly whispers in your ear that Frankie has a gun in his pocket.

### Suggestions:

- ☐ Ask your informant, “Did you see it, or were you told about the gun?” (your response will be the same regardless of the answer).
  - ☐ Check the time. Note how long before the bell will ring to change classes.
- Scenario A – full class period before the bell rings:
    - ☐ Keep calm!
    - ☐ Observe Frankie. How is he acting? Do not walk back to see if you can see the gun; assume it is there.
    - ☐ Do not attempt to challenge Frankie.
    - ☐ Notify office you need assistance. Do not use the “all call” buttons or telephone as this may alert Frankie that something is about to happen.
    - ☐ Write a note stating you believe a student has a gun in your classroom.
    - ☐ Put the note in a book, and ask a student to take the book to the teacher next door. The student chosen for this task should not be your informant.
    - ☐ Teacher next door notifies the office of the situation.
    - ☐ When the administrator arrives at your classroom, meet the administrator at the door.
    - ☐ Be guided by the administrator’s decision on how to get Frankie out of the room.
  - Scenario B – two minutes before the bell rings:
    - There is inadequate time to summon help to your room.
    - Wait until just before the bell is scheduled to ring and ask Frankie to help you carry some material to the office. The trick is to keep his hands full.

2. A student in your class loses control and starts to throw objects around the class, turning over desks and threatening the safety of other students in the class.

### Suggestions:

- ☐ Direct a student nearest the door to take a “Red Card” to the teacher next door. A “Red Card” states that Mrs. Easto, in room 214, needs immediate help. Every teacher in the school should have such a card and use it to summon help.
  - ☐ When help arrives at the classroom, remove the other students from the room and isolate the student out of control. Often this will have a quieting effect on the student.
3. You are working in your classroom after school when you realize that a parent has entered your room. The parent is angry. You inquire as to what the parent wants and are told that the parent is unhappy about the way you treated his child.

Suggestions:

- ☐ Immediately stand up. Never remain seated during a confrontation or a potential confrontation.
  - ☐ If it appears that the parent does not want to engage in a dialogue, but is intent only on telling you what his demands are, it is time to get out of the classroom.
  - ☐ Tell the parent (while you are walking toward the door) that you realize he has a concern but that unfortunately, you have an appointment. Offer to make an appointment for another day at a time convenient to both of you.
  - ☐ Do not become argumentative or combative with the parent.
  - ☐ Remember you cannot have a rational discussion with someone who is angry and perhaps out of control.
  - ☐ The critical issue is for you to head for safety.
4. A student turns in a story that he has written. The story is about a young man who is tired of being picked on in school. The writer describes how his lunch money is taken from him on a regular basis and how tired he is of being afraid. In his story, the victim comes to school one day and gets his revenge.

Suggestions:

- ☐ Talk with the student about the subject matter of his story. Schools can no longer ignore or treat lightly threats made by a student either in writing or verbally.
  - ☐ After your conversation, contact an administrator and a guidance counselor for their input and assessment.
  - ☐ Your role in this event is critical. The student chose to share this information with you. Your task is to remain in touch with the student while others are doing their part, i.e., contacting parents, arranging for a psychological assessment of the student, or referral to another agency.
5. You have a student in your class who is always being picked on. Kids say mean and hurtful things to the student and you continue to try to defend and support the student. You realize that the student goes out of his way to draw attention to himself. He is always first to answer a question, he dresses different than the rest of the students, he does not appear to have any friends, and no matter what the discussion in class is, he takes the opposite view.

Suggestions:

- ☐ You may have a student who has chosen the role of ‘victim’ as his persona.
- ☐ Depending upon the age of the student, your strategies for dealing with this behavior will vary. With a younger, primary-grade-level child, it may be sufficient to talk with the youngster and help him develop more appropriate responses to what is going on around him. With older students, this task becomes more difficult.
- ☐ Make the administration aware of your observations and concerns.

- ☐ Talk with his other teachers to see if the behavior you are seeing is consistent in their classes.
- ☐ Working with other teachers and administrators, decide on a school-wide plan for helping this youngster.
- ☐ Involve the parents during the assessment process. Often the apple does not fall far from the tree.

## For Support Staff

1. A student walks up to an adult in the cafeteria and tells the adult that a kid in a green jacket has a gun in his pocket.

### Suggestions:

- ☐ So long as the gun remains in the pocket, a crisis has not occurred.
- ☐ Try and make an identification of the student. If you don't know his name, look to see if there is someone seated/standing near that person that you know.
- ☐ Locate the nearest adult and inform him or her of what you have been told.
- ☐ Decide who is going to notify the administration.
- ☐ If the individual begins to move about the cafeteria or appears to be leaving, do not attempt to stop him.
- ☐ Keep in eye contact with him, and if he leaves the cafeteria, try and observe where he goes.
- ☐ When the administrator arrives on the scene, brief the administrator on what has transpired.
- ☐ **Remember, a cafeteria or any area where there are lots of students and staff milling about is not the place to challenge the gun toter.**

2. You are walking down the hallway and see an adult looking into several different classrooms. You also note that this person is not wearing a "visitor" badge.

### Suggestions:

- ☐ Our natural instinct is to ask the person if you might help them. Under normal conditions, this is an appropriate approach. The problem arises when the intruder responds, "No thanks, I'm doing fine." Now you are stuck with finding a graceful way to deal with the lack of a badge and why this individual is looking into several classrooms.
- ☐ A response that works very effectively is the following: in a most cheerful voice you say,
 

"Oh there you are! WE knew someone who had not checked in with the office was in the building. You probably didn't see the sign directing you to the office. Let me show you the way, and I can cancel the call to the police at the same time."
- ☐ One of two things will occur: (A) the person goes with you, or (B) he/she does not.
- ☐ If (B) occurs, step into the nearest classroom and ask the teacher to notify the office of an intruder in the building.
- ☐ Don't attempt to detain the individual if he or she decides to leave the premises. Get a good description of the person, call the police, and make a report.

3. You are a secretary who receives a phone call from a man who identifies himself as the father of a 4<sup>th</sup> grade student. The caller states that tomorrow his son has a dentist appointment and that neither he nor the child's mother is able to pick up his son and that

a relative has agreed to pick up the child and take him to the dentist. The caller asks that you please advise his son's teacher of the appointment.

Suggestions:

- ☐ Verify the identity of caller. This can be accomplished in several ways:
- ☐ Ask caller for his home telephone number and child's date of birth.
- ☐ Check emergency card for home phone number and call to verify caller.
- ☐ Call mother, at home or at work, for verification.
- ☐ Ask the child if he knows about a dentist appointment.
- ☐ If you are satisfied with the legitimacy of the caller, direct the caller to come to the school and make his request in person.
- ☐ If he shows, ask for photo identification.
- ☐ Prior to his arrival, check records to see if this is a custody issue.
- ☐ Ask for the name and phone number of the relative who is to pick up the child.
- ☐ When the relative arrives to pick the student up, ask for photo identification.
- ☐ Send an adult for the child, and prior to releasing the child to the relative, ask the child if he knows the person and if he is comfortable leaving with this person.

4. You are a custodian who is working outside the school. You notice several cars "cruising" through the parking lot.

Suggestions:

- ☐ Note the time, record the tag numbers, get a description of the cars, and try to get a look at the drivers.
- ☐ Report your observations to an administrator.
- ☐ Attempt to maintain visual contact of the cars until police arrive on the scene.
- ☐ Assist the police by identifying the cars and tag numbers.

5. You are a cashier in the school cafeteria and know the buying and eating habits of the majority of students in the school. For several days, you have been noticing a major change in Billy's eating habits. Normally Billy buys his lunch, but for the past week or so Billy has not been buying or bringing his lunch.

Suggestions:

- ☐ Report your observations to the appropriate administrator or guidance counselor. Billy's family may be having some financial difficulties and the school may be in a position to have Billy enrolled in a reduced-price lunch program.
- ☐ If this is not the case, Billy may be the victim of extortion by having his lunch money taken on a daily basis.
- ☐ An administrator/guidance counselor needs to be involved, regardless of the cause.
- ☐ You will need to be observant of other children's eating habits and buying powers. The extortionist may be acting like the big spender on campus, treating friends to multiple desserts or other goodies. Report your suspicions.

6. You are notified that a student has a gun in a classroom.

Suggestions:

- ☐ Call the police and ask for immediate assistance.
- ☐ Check the time. When are the bells due to ring?
- ☐ Proceed to the classroom.
- ☐ Have the teacher meet you at the door.

- ☐ Determine where the student is seated, how he or she is acting, and how the teacher came to know that he or she has a gun.
- ☐ If the police have arrived, have the officer remain in the hallway while you get the student from the classroom.
- ☐ Enter the classroom and extract the student. Here are two suggestions for accomplishing the task:
  - “Frankie, your mother is on the phone. There is some problem at home and she needs to talk to you right now. Come on down to the office and take care of the matter” or “Frankie, the health department called. You have been identified as a possible contact and they need to see you immediately.”

Both approaches have worked. However, do not overlook your talent for devising other approaches. The issue is to occupy Frankie until you can get him in the hallway.

7. You are notified that a classroom has been taken hostage. The gunman is an adult male, identify unknown.

Suggestions:

- ☐ Declare a Code Red – No Respond.
- ☐ Direct 911 to be called.
- ☐ Shut off the school bells.
- ☐ Notify the superintendent’s office and the OPs VP of the situation.
- ☐ Await the arrival of police.
- ☐ In concert with the police official on the scene, develop a strategy for dealing with the situation.
- ☐ Activate the ERT if it can be accomplished without further endangerment of students and staff.
- ☐ Try to ascertain the demands of the hostage taker.
- ☐ If appropriate, arrange for transportation of non involved students.
- ☐ The resolution of the hostage situation is a police matter. Your role is to provide support to the police.
- ☐ Follow the procedures as set forth in your Emergency Management Plan.

8. A female student comes to you with the following story. A friend of hers told her this morning that yesterday, at about 2:30 PM, she was raped in the girls’ restroom on the second floor.

Suggestions:

- ☐ Determine who the friend is and ask your informant to bring the victim to you.
- ☐ If informant is hesitant to identify the victim, ask the informant what it is she expects you to do.
- ☐ Assuming the victim’s identity is made known to you, call the student in and, with a female witness, ask her what happened.
- ☐ If she tells you she was sexually assaulted, **isolate the victim with an adult, call the police and call her family.**
- ☐ Your role is to support the police in their investigation.
- ☐ Your responsibility is not to determine if the victim is telling the truth. Let the police make that determination.
- ☐ Notify the superintendent’s office and OPs VP of the complaint and what is currently being done to investigate the issue.

9. You have a teacher who is always into power games with his students. You strongly suspect that he often sets kids up so he can report them for violating a school rule. One day he discovers his car has been 'keyed' and he demands that you conduct an investigation into the incident.

Suggestions:

- ☐ There are two separate issues in this scenario: one is the act of vandalism and the other is how this teacher is treating kids. Separate the issues.
- ☐ Have the teacher call the police and his insurance company to report the act of vandalism.
- ☐ Let the police determine if the act occurred on school property or was done somewhere else.
- ☐ Have a serious and frank discussion with the teacher over the issue of fair and equitable treatment of students.
- ☐ In addition to establishing a generic file on reasons students get sent to the office, create a file on this teacher. Every time he sends a student to the office, a copy of that referral goes in the teacher's folder. If, as you suspect, he is setting kids up, this file will prove to be a valuable tool in bringing attention to the error of his ways. It will also be useful if further disciplinary action is anticipated.



## **CODE RED DRILL** **EVALUATION**

**School Name:**\_\_\_\_\_ **Date:**\_\_\_\_\_

### **General Preparedness (35 points maximum)**

- \_\_\_\_\_ Emergency Management Plan is current.
- \_\_\_\_\_ Emergency Response Team (ERT) has been selected.
- \_\_\_\_\_ Standardized Code Red Procedures are in place.
- \_\_\_\_\_ Every teaching station has the Code Red Procedures posted.
- \_\_\_\_\_ Every teaching station has an Emergency Evacuation diagram posted.
- \_\_\_\_\_ Primary and Secondary Command Centers meet minimum standards:
  - a. \_\_\_\_\_ telephone
  - b. \_\_\_\_\_ accessible to outside entrance
  - c. \_\_\_\_\_ large enough to house 6-8 adults
  - d. \_\_\_\_\_ access to public address system
  - e. \_\_\_\_\_ contains student and staff phone numbers
- \_\_\_\_\_ All entrances to the school have been numbered.

### **General Response (40 points maximum)**

- \_\_\_\_\_ Upon notification of an emergency the administrator-in-charge (AIC) makes the right decision on declaring a Code Red – Respond or a Code Red – No Respond.
- \_\_\_\_\_ Telephone call to 911 and the Superintendent's Office are made.
- \_\_\_\_\_ The ERT is activated and upon notification of the event go to their pre-assigned posts.
- \_\_\_\_\_ The school bells are shut off.
- \_\_\_\_\_ An ERT member maintains a written record. Record includes the name and time calls are made, time unfolding events occur and other information relative to this event.
- \_\_\_\_\_ ERT member coordinates the Sweep Teams response.
- \_\_\_\_\_ Each Sweep Team is provided a color-coded floor plan showing the area they are to search.
- \_\_\_\_\_ Lists of missing or additional students/staff/other adult are picked up during the sweep.

- \_\_\_\_\_ These lists are checked against the Absent List and the Visitor's Log.
- \_\_\_\_\_ The AIC remains in the command center.
- \_\_\_\_\_ ERT members keep the AIC advised of the situation.
- \_\_\_\_\_ Notification of parent/spouse/significant other of injured students and/or adults is arranged.
- \_\_\_\_\_ Arrangements are made to meet the needs of parents and members of the media.
- \_\_\_\_\_ A press statement is prepared.
- \_\_\_\_\_ Briefing is held with ERT members.
- \_\_\_\_\_ Information is disseminated to students before the end of the school day.
- \_\_\_\_\_ A statement is prepared to be sent home with students.
- \_\_\_\_\_ This statement contains a date, time and place for a parent meeting.
- \_\_\_\_\_ Emergency staff meeting is held at the end of the day.
- \_\_\_\_\_ Visit with injured child and parents is arranged.

## Specific Response to the following scenarios (25 points maximum)

1. *The estranged husband of a cafeteria work has entered the school through an open kitchen door and has taken five cafeteria workers hostage.*

- \_\_\_\_\_ AIC declares a Code Red – No Respond
- \_\_\_\_\_ Secretary calls 911
- \_\_\_\_\_ AIC reviews floor plan of the school and selectively activates members of the ERT.
- \_\_\_\_\_ ERT member is sent to notify any classes out of doors.
- \_\_\_\_\_ Student and staff accountability is completed.

2. *You notice police activity across the street from the school. A SWAT team vehicle arrives on the scene and it appears to be a barricade situation. You have children at recess and your lunch period is about to begin.*

- \_\_\_\_\_ AIC declares a Code Red – No Respond
- \_\_\_\_\_ Secretary calls 911 and inquires as to the activity across the street from the school.
- \_\_\_\_\_ Selected ERT members are activated and the playground is cleared.
- \_\_\_\_\_ Students in classrooms facing the street are placed on the floor away from windows and doors.

\_\_\_\_\_ Student and staff accountability is completed.

3. *The school secretary receives a telephone call from the police department advising that there has been a toxic spill near the school. The officer recommends that the school be evacuated.*

\_\_\_\_\_ AIC directs that a call to the police department be made to verify the facts.

\_\_\_\_\_ AIC declares a Shelter-in-Place.

\_\_\_\_\_ ERT members are selectively activated

\_\_\_\_\_ AIC directs a sweep of the school yard to insure that all staff and students are inside

\_\_\_\_\_ AIC awaits further instructions from HAZMAT personnel.

4. *A male student is found hanging from a toilet support with a belt around his neck.*

\_\_\_\_\_ Persons dispatched to the scene cut the student down and begin first aid/CPR.

\_\_\_\_\_ AIC directs EMT member to take possession of the student's property and to bring the property to the office.

\_\_\_\_\_ Locate friends of injured students for police to interview and notify their parents.

\_\_\_\_\_ Contact student's teachers to determine if there has been any hint of a suicide.

\_\_\_\_\_ Determine if injured child has siblings in this school or in other district schools.  
Make appropriate notifications.

5. *A student runs into the office and tells the secretary that there is a girl who has been stabbed in a restroom.*

\_\_\_\_\_ The secretary believes the child and notifies the AIC.

\_\_\_\_\_ The student messenger is placed with an adult until the police arrive and the student's parent is notified and asked to respond to the school.

\_\_\_\_\_ Three persons are dispatched to the bathroom. (1) to administer first aid,  
(1) to secure the crime scene until the police arrive and (1) to begin to gather facts.

\_\_\_\_\_ Someone other than the school nurse accompanies the injured child to the hospital.

\_\_\_\_\_ Determine if injured child has siblings in this school or in other district schools.  
Make appropriate notifications.

6. *An employee is advised that his employment is terminated for cause. The employee becomes angry and storms out of the office. Several hours later the secretary receives a telephone call from a woman who identifies herself as the terminated employee's wife. She advises that her husband has been drinking and that he is in his way back to school to get even with the principal. The wife further advises that his gun is missing from the house.*

\_\_\_\_\_ Secretary attempts to obtain a description of the car and tag number as well as a description of the gun.

\_\_\_\_\_ AIC directs that 911 be called with all of the pertinent facts.

\_\_\_\_\_ AIC declares a Code Red No Respond.

\_\_\_\_\_ Selected members of the ERT are activated.

\_\_\_\_\_ Student and staff accountability if completed.

7. *A custodian discovers what he believes to be a pipe bomb in a boy's restroom..*

\_\_\_\_\_ The AIC orders a controlled evacuation.

\_\_\_\_\_ Bell system is shut off and all office telephones are rendered "busy".

\_\_\_\_\_ Evacuation starts with the classrooms nearest the office.

\_\_\_\_\_ AIC goes to the location of the suspected bomb and directs the immediate evacuation of students and staff.

\_\_\_\_\_ Teachers take their roll books with them.

8. *The secretary receives a telephone call from a woman who claims she saw a man pull a female student into his car several blocks from the school. The caller described the girl as being upset.*

\_\_\_\_\_ AIC asks the secretary if she has a description of the car, man and/or female. Was the caller able to record the tag number of the vehicle? Did the secretary get the callers name, address and phone number.

\_\_\_\_\_ AIC directs that 911 is called and all pertinent information furnished to the police.

\_\_\_\_\_ A Code Red – Respond is declared.

\_\_\_\_\_ Student and staff accountability is completed.

\_\_\_\_\_ Direct ERT members to call the home of each child on the absent list and/or early release list.

\_\_\_\_\_ Total points

**Comments:** \_\_\_\_\_

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## SECTION 8:

### Resources for School Safety

## Resources for School Safety

### **Books**

#### Making Schools Safe for Students: Creating a Proactive School Safety Plan

Author: Peter D. Blauvelt

Publisher: Corwin Press, Inc.

Published: May 1999

Written by Edison Schools' Safety Consultant, this manual covers everything from violence prevention to crisis management including, working with the community, national trends in school emergencies, crisis management and dealing with crime.

#### You Can Handle Them All

Author: Robert L. DeBruyn & Jack L. Larson

Publisher: The MASTER Teacher

Published: June 1984

This encyclopedia of student behavior offers advice on handling 117 misbehaviors while explaining how each misbehavior affects the teacher.

#### School Mobbing and Educational Abuse

Author: Gail Pursell Elliott

Publisher: Brunner-Routledge

Published: 2003

This book deals with all aspects of bullying behavior and specifically addresses the issue of causes and solutions.

### **Web Sites**

#### **National Alliance for Safe Schools – [www.safeschool.org](http://www.safeschool.org)**

Founded in 1977, NASS is the oldest non-profit corporation whose purpose is to provide technical assistance, training and support to school districts concerned with school crime and violence issues. Over 50,000 school administrators, teachers, support staff, students and parents have been trained in violence prevention. In recent years, NASS has been instrumental in helping school district design, implement and practice safe school procedures. Additionally, NASS has been a pioneer in the development and conducting of *School Security Assessments*. These assessments provide superintendents and Boards of Education with a comprehensive plan for improving school safety.

Early Warning, Timely Response: A Guide to Safe Schools – [www.ed.gov/offices/users/usep/earlywrn.html](http://www.ed.gov/offices/users/usep/earlywrn.html)

***The National Resource Center for Safe Schools – [www.safetyzone.org](http://www.safetyzone.org)***

Operated by the Northwest Regional Educational Laboratory and established with funding from the US Department of Education's Safe and Drug Free Schools program and the US Department of Justice's Office of Juvenile Justice and Delinquency Prevention. This site provides information and resources for improving school safety, including facts, figures, funding opportunities and publications.

***National School Safety Center – [www.nsssc1.org](http://www.nsssc1.org)***

Created by presidential directive in 1984, the National School Safety Center serves as among other things, a clearinghouse for a resource center with more than the 50,000 articles, publications and films.

***US Department of Education Home Page – [www.ed.gov](http://www.ed.gov)***

Operated by the US Government, this page provides information on all aspects of education including a link for the Safe and Drug Free Schools program. Offers research based practices designed to assist school communities identify these warning signs early and develop prevention, intervention and crisis response plans.

***You Can Handle Them All – [www.disciplinehelp.com](http://www.disciplinehelp.com)***

A supplement to the book published by The MASTER Teacher, this site offers free advice to both educators and parents on handling behavioral and discipline problems at school and in the home.

***School by Color – [www.safetybycolor.com](http://www.safetybycolor.com)***

The main focus of the Safety By Color program is the School Emergency Crisis Procedures. The Listening Tree, Inc. provides this to the schools in the form of a manual and in a Class Emergency Folder. Each contains necessary tools, forms, instructions and suggestions for handling a crisis. The manual allows the school system to build the safety program from the classroom upward, focusing on the needs of the teachers and the students first.

***The School Safety Hotline – [www.schoolsafeline.com](http://www.schoolsafeline.com)***

Provides a necessary and vital communication link which enables students, parents, school officials, and members of the community to anonymously share critical and potentially life saving information with school administrators, 24 hours a day, 365 days a year. With this program in place, individuals will be able to report incidents involving weapons, drugs, alcohol, violence, harassment, vandalism, or theft without fear of reprisal. The Hotline will forward this information to designated school officials who can investigate and act on the information themselves or alert the appropriate authorities.